

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
THE USE OF ALTERNATIVE ROCK SONGS OF THE XI  
GRADE AT SMA NEGERI 1 PLERET IN THE ACADEMIC  
YEAR OF 2013/2014**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment  
of the *Sarjana Pendidikan* Degree in English Language Education**



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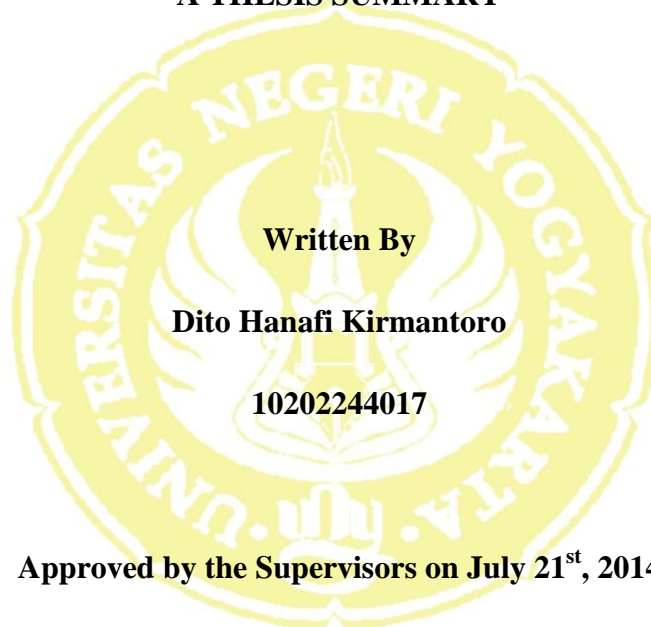
**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

## **APPROVAL SHEET**

### **IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF ALTERNATIVE ROCK SONGS OF THE XI GRADE AT SMA NEGERI 1 PLERET IN THE ACADEMIC YEAR OF 2013/2014**

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A Thesis

Written by

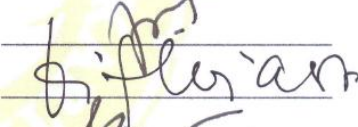
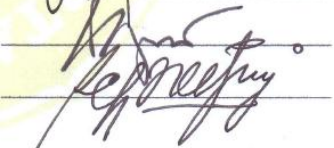
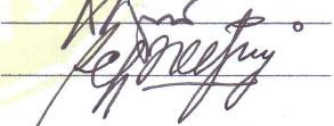
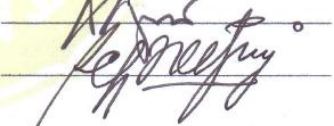
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## **DEDICATIONS**

This thesis generally dedicated to everyone who reads this  
thesis.

Specially Fully dedicated to:

My Father, Drs. H. Sukirman, M.Pd

My Mother, Endang Saptowati, S.E

My Last & Future Wife, Dewi Nurjanah, S.Pd

## **MOTTOS**

**In the end, what we regret most are the chances  
we never took – Frasier Crane**

**A man who never made a mistake, never tried  
anything new – Albert Einstein**

**Lebih baik bereksperimen dan gagal daripada  
menirukan apa yang orang telah perbuat, karena  
kegagalan itulah yang tunas dari sebuah keberhasilan  
- Dito**

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Finally, I really realize that this thesis still has some limitations. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever who reads it, particularly the students of the English Education Department of Yogyakarta State University.

Yogyakarta, July 2014

Writer,



Dito Hanafi Kirmantoro

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**IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF  
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PLERET IN THE ACADEMIC YEAR OF 2013/2014**

**Dito Hanafi Kirmantoro  
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**ABSTRACT**

The objective of the research was to improve the grade students' English speaking skill of SMA N 1 Pleret in the academic year of 2013/2014 through alternative rock songs. It was expected that alternative rock songs can improve the students' speaking English skill. Based on the observation, there were some problems in the teaching and learning of speaking. To solve those problems, the researcher used alternative rock songs as support for speaking activity.

The research was carried out through action research that consisted of two cycles. The data were in the forms of qualitative and quantitative. The qualitative data were in the forms of field notes, interview transcripts, questionnaire and photographs. The quantitative data were obtained from the test results of pre-test, post-test 1 and post-test 2, and also questionnaire data. The procedures of the research were reconnaissance, planning, actions, and reflection. The validity of the data was obtained by applying the democratic validity, process validity and outcome validity, catalytic validity and dialogic validity. Meanwhile, the reliability, in this research was using interrater reliability. In addition, the researcher used time triangulation, research triangulation and investigation triangulation.

The research shows that: (1) the use of alternative rock songs improved the students speaking skill and help them to speak confidently, (2) the use of alternative rock songs improved the students' enthusiasm in the teaching and learning process and became more actively involved in the teaching and learning process, (3) the use of alternative rock songs improved the students' fluency, pronunciation, vocabulary and accuracy, it was proved by the improvement of students' mean score in the pre-test by 5.94, improved to 6.93 or 16.3% in the cycle 1 and 7.73 (11.6%) in the cycle 2.

## **CHAPTER I INTRODUCTION**

This chapter consists of six sections. The first is the background of the problem. The second is identification of the problem. The third is limitation of the problem. The fourth is the formulation of the problem. The fifth is the objective of the research and the last is the significance of the research.

### **A. Background of the Problem**

Language is important in life since it builds communication with other people. There are thousands of languages in the world, but there are only a number of them that are well known, one of them is English. In Indonesia, English is categorized as foreign language. The students started to learn this language in Junior High School. Actually, the students begin to learn English in the Elementary School, but the government changed the policy so English is not taught in the Elementary School anymore, so the students will be start to learn English in Junior High School. Some Elementary School still taught English as local subject in their curriculum, but some others no longer includes English as their subject.

English subject consists of four skills; Reading, Writing, Listening, and Speaking. Speaking itself has some aspect that must be mastered if a person is going to be a good speaker. And Speaking, as one of the major four skills has sub skills that are needed to be mastered in order to be a good speaker, such as

grammar, vocabulary, and pronunciation. These sub skills cannot be separated each other, to be a good speaker, those sub skills should be mastered too.

Based on observation on the speaking activities in the school, the researcher found some problems related to the speaking activities. The students often just attended the class while their body in the class but their mind is somewhere else. The problem also appeared in the vocabulary, the students often got confused how to say something in English, even the simplest sentences. Moreover, the problem appears again in the context of grammar. The students keep making mistakes when they try to speak, they often misused the function and grammar in English, and for example, they said 'change' when the subject is 'he or she'.

Another problem also appeared in pronunciation, they often just guessed how to pronounce some words with no effort to check on the dictionary whether the words they pronounce is right or not. The researcher had tried to fix this problem by used some various technique and teaching material, however the students kept making mispronunciation and they looked uninterested with the material, even some students often asked for permission to go out for some reasons.

One day, the researcher used a modified song that wass downloaded from a website to warm up session of listening; surprisingly the students look very excited when they hear the song, it was very different when the neither teacher nor researcher used another kind of material. From all this fact, that was why the researcher saw that songs can be a way to improve students' skill in English, especially speaking skill.



## **B. Identification of the Problem**

In the country where English as foreign language, especially in the real classroom situations in Senior High Schools, teaching speaking has a lot of difficulties.

The first cause was problem with teaching habits and multimedia. The teacher at the SMA N 1 Pleret just use a book pr

ovided by school and library. It was rarely for her to use another material. The way the teacher explains the material to the students was always same time to the time, explaining at first and doing exam later. Sometimes, the teacher used power point presentation to explain the topic, but she directly went thorough the material. This condition created a boring situation in the teaching learning process.

The second problem was the purpose of teaching learning process. When the researcher did his PPL in the school, the teacher always forced the students to finish the material on time. This teacher's purpose may be good since there was allocated time for each sub material, however, what was the use if the students themselves did not understand the material. There was not enough time for students to practice or improve their skills. From all statement above, it could be summarized that the purpose of teaching learning process was only to pass the test, but after the test, the students just forgot what they have learn before the tests.

The third was the teacher herself. The teacher in the SMA N 1 Pleret was not a teacher who was graduated from English department. The teacher's basic was German, which

is quite different in all aspect than English.

### **C. Limitation of the Problem**

Based on the description above identifications of the problems, the crucial problem found was how to improve the students' speaking skill by using alternative rock songs in XI Grade Students of SMA N 1 Pleret.

### **D. Formulation of the Problem**

Based on limitation of the problem mentioned above, the problem in this study could be formulated as how to improve the students' speaking skill by using alternative rock songs in XI Grade Students of SMA N 1 Pleret?

### **E. Objective of the Research**

The objective of this research was to improve the students' speaking skill by using alternative rock songs in XI Grade Students of SMA N 1 Pleret.

### **F. The Significance of the Research**

#### **1. Theoretical significance**

The result of this research was expected to give additional information about the implementation of using alternative rock songs in the classroom as an

attempt to improve students' speaking skill. And yet the result of the research can be utilized as a reference for further upcoming research.

## 2. Practical significance

### a. For teachers

- 1) To give knowledge regarding approach, method and techniques of using alternative
- 2) rock songs which can be implemented in classroom activities to support English language teaching.
- 3) To give knowledge to improve students' speaking skill in the classroom through alternative rock songs.

### b. For educational organizer

In determining any principal regarding educational policy, the result of this research can be used as a consideration, particularly for determining educational policy for secondary school.

### c. For the researcher

As a student teacher of English education department, this research is benefiting in term of gaining applicable knowledge and experiences regarding English language teaching, particularly the implementation of using alternative rock songs to improve students' speaking skill at SMA N 1 Pleret.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

##### **1. Speaking**

###### **a. Definitions of Speaking**

Speaking is the process of transferring, sharing and conveying information in human relationship. Everyday people speak to fulfill the demands of social interaction either interpersonal or transactional in their relationship. Conversation is promoting social relationship (interpersonal) and conveying propositional or factual information (transactional) between two or more speakers (Brown, 2001).

However, speaking is more than just share information, but the primary intention is to maintain the relationship in social interaction. People who speak sometime do not really mean to get or share the information; they just need to create a relationship. Richards and Renandya (2002) state that speaking is the primary intention of the former is to maintain social relationship, whereas that of the later is to convey information and ideas. To maintain either interpersonal or transactional, people need to speak well. How well they speak is determining the effective communication in their relationship.

Speaking is producing sounds; it means that the speakers should be producing correct words, intonation, and other vocal cords to make the ideas

conveyed effectively. By the voice of the speakers the partner can predict the meaning of the speakers whether to inform, to persuade, or to entertain the others. Besides, by speaking the listener can predict about the personality of the speaker. Louma (2003), states that when someone speaks, they make images of their personality, attitude, home region, and native or non-native speaker status. It can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to fulfill the demands of human relationship.

Since speaking involves interaction with participant or partner, it is very important to have a good deal with listening. People give responses to the partner by listening. This means that listening plays important role in achieving effective speaking.

Besides, speaking has also important micro skills that should be known which support the existence of speaking skill. Brown (2000) divides micro skills of oral communication as follows: producing chunks of language of different lengths, producing English stress patterns, words in stressed and unstressed positions rhythmic structure, and intonational contours, producing fluent speech at different rates of delivery, using cohesive devices in spoken discourse, and accomplish appropriately communicative functions according to situations, participants, and goals.

In the conclusion, speaking is the skills for human fulfill the demands of their life in social interaction. To get a meaningful communication in social

interaction, speaker should really consider to speaking skills. When people hear someone speak, they make kinds of judgments of the speakers.

### **b. Function of Speaking**

There are three functions of speaking according to Brown and Yule in Richards (2008). They are talk as interaction, transaction and performance.

#### **1) Talk as Interaction**

Talk as interaction is usually called a conversation. This communication is done in order to fulfill the social function. Talk as interaction refers to the communicative contact between and among human being that simply allows them to establish social contact and to keep channels of communication open. This is how people to keep their social relation and interaction.

#### **2) Talk as Transaction**

Talk as transaction is done to fulfill the human transaction of deals. This is done not merely to keep the relationship but more than it. This refers to the situations where the focus of the speaking is on the content. Brown (2001) states that talk as transaction has purposes to convey or exchange the specific information.

#### **3) Talk as Performance**

This talk refers to public talk, for example public announcements, morning talks, and speeches. Watkins (2004) states that talk as performance refers to spoken language activities which often be done in

the front of audience. Talk as performance is often done in the front of public or audience in the form of monolog rather than dialog.

In conclusion, people use speaking to fulfill the demands of human life. They have their own needs in doing speaking; as transactional or interpersonal. However, the point of the speaking used is generally to maintain the relationship of human interaction.

### **c. The Nature of Speaking**

Speaking is one of the skills that has to be mastered by students in learning English. Some experts have various definitions about speaking. According to Louma (2009:10), speaking is a process of person who uses their voice to speech meaningfully. In the same point, Chaney (1998) in Kayi (2006) states that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. In line with the statement above, Thornbury (2005) asserts that the first point to underline is that speech production takes place in real time. Words follow words and phrases follow phrases. Similarly at the level of utterance, speech is produced utterances by utterances.

According to Brown and Yule (1989) in Nunan (1989:26), spoken language consists of short, often fragmentally utterances in a range of pronunciation. It is related to an ability to express meaning through words pronounced by a speaker. In addition, this is a skill which generally has to be learned and practiced. There are two functions in speaking, transactional and interpersonal function.

As a speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. According to Louma (2009), the speakers create a texture for their talk that supports and enhances what they are saying. They use speed and pausing, and variations in pitch, volume, and intonation, when they are saying.

The above explanation is strengthened by Nunan (1989) who indicates ten components which build in successful communication. They are the ability to articulate phonological features of the comprehensibly, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking terms, skills in management of interaction, skills in negotiating meaning, conversational listening skills (successful conversation acquire good listener as well as good speakers), skills in knowing about and negotiating purpose of conversation, using appropriate conversational formulae and fillers. Those are important components that should be mastered by a communicator to make successful communication.

Based on the experts above, the students can use a language for communicating. The students can share their opinion with others. Furthermore, they can communicate both verbal and non-verbal communication for making their image in the social relationship. Therefore, the students should be mastered some components to make successful communication.



#### **d. Basic Skill of Speaking**

Based on Brown (2001), there are five categories of speaking, those are:

##### **a. Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. This type is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

##### **b. Intensive**

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

##### **c. Responsive**

Responsive assessment tasks include interaction test and comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

##### **d. Interactive**

The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes includes multiple exchanges and/ or multiple participants.

e. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

**e. Speaking Skill and the Aspects of Speaking**

To speak means to interact with others. It is an activity involving two or more people in which hearers and speakers have to react what they speak (Johnson and Morrow, 1981:70). From the definition above, speaking does not mean an easy activity to do. According to Brown (2001), there are eight factors that make speaking difficult. The factors are clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and the last one is interaction. The factors above are described as follows.

The first is clustering. The characteristics of clustering refer to fluent in speech. It makes speaking difficult, because a fluent speech is a phrasal not word by word. The second is redundancy. Redundancy tells about the opportunity of the speaker to provide the clearer meaning. The third is reduced forms. Students should learn the reduced forms in order to make their speaking better. Afterwards, when the students do not learn about colloquial construction, it will be make a poor quality of speaking. The colloquial construction means that the students reasonably well acquainted with their daily conversations' words.

The next factor is performance variables. Students can show their performance of hesitations, pauses

, backtracking and correction, such as the use of “fillers” like uh, hm, a, and, okay, as we know, etc. The teacher should give the students “time” to pause and then continue their performance.

The other factors are stress, rhythm and intonation. English has its own stress, rhythm, and intonation which belong to the pronunciation aspect which differs from other languages. Those are important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.

In this regard, Brown (2004) divides sixteen skills of speaking. The skills are divided into two kinds of categories, microskills and macroskills. They are mentioned as follows:

- 1) Microskills:
  - a) Produce differences among English phonemes and allophonic variants.
  - b) Produce chunks of language of different lengths.
  - c) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
  - d) Produce reduced forms of words and phrases.
  - e) Use an adequate number of lexical words.
  - f) Produce fluent speech at different rates of delivery.
  - g) Monitor one's own oral production and use various communication strategic like pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
  - h) Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
  - i) Produce speech in natural combination – in appropriate phrases, pause groups, breath groups and sentences.
  - j) Express a particular meaning in different grammatical forms.

- k) Use cohesive devices in spoken discourse.
- 2) The Macroskills:
- a) Use the functional expressions appropriately according to situations, participants and goals.
  - b) Use appropriate words choice based on the situation and the participants in face-to-face conversations.
  - c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
  - d) Use facial fea
  - e) ture, kinesics, body language and other nonverbal cues along with verbal language.
  - f) Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well you interlocutor is understanding you.

In addition, Spratt, Pulverness and Spare (2005) state that when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking, fluency and accuracy. Fluency means being able to communicate with a language easily and well. In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.

The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro skills of speaking to them could help them convey and negotiate meanings of language.

As related to the research, the researcher proposed the relation between basic competency with both macro and micro skill. The details can be seen in the following table.

**Table 1 : Research Topic and Relation to Brown (2004)**

No.	Basic Competency	Macro Skill	Micro Skills
1.	9.1. To express simple, transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of sadness, embarrassment, and love.	a) Use the functional expressions appropriately according to situations, participants and goals.	a) Express a particular meaning in different grammatical forms. b) Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.

## **2. Teaching Speaking**

### **a. The Roles of the Teachers and the Students in the EFL of Speaking**

Teachers and students are playing actors during teaching learning activities in the classroom. They have their own role in the teaching learning process. According to Harmer (2001:347-348), there are three important roles of teacher to make the students speak fluently. The described as follows.

First of all is as a prompter. In this case the teacher cannot help the students when they lost their idea. Sometimes students are silent during their

conversation. Without disrupting them, it will stop the sense of frustration for some students when they lose their language or ideas.

The second role of teacher is as a participant. In this case the teacher can be participant among the students. The teacher can join one or two groups as an ordinary participant during the teaching learning process. Even if, the teacher can join the activity, the teacher cannot interrupt the activity too much.

The last is feedback provider. The teacher can give feedback to students, when they have completed their activity. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used.

The students' roles are as communicators to be actively engaged in negotiating meaning. This is done to make them understand and also the others even when their knowledge of the target language is complete. Since the teacher's role is less dominant, students are seen as more responsible managers of their own learning.

Based on the teacher's and students' role in the teaching learning activity, the writer concludes that the roles should motivate the students to speak independently without disrupting from the teacher and also the teacher give them feedback without over-corrected the students' mistakes unless it de-motivate them to speak during the activity. It is believed that the students' speaking skill will improve after the teacher and the students obey their own roles.

## **b. Principles of Teaching Speaking**

In the speaking activities, it is very important for the teacher to acquire the ability to teach appropriately. According to Shumin in Richards and Renandya (2002:208), speaking is one of the central elements of communication. In EFL teaching, speaking is an aspect that requires special attention and instruction. In order to provide effective instruction, it is necessary for EFL teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. In addition, interaction in teaching speaking is also key improve EFL learners' speaking ability.

In addition, Nunan (2003:54) stated that there are some principles of teaching speaking that should be mastered by the teacher of language. Those principles are as follows.

- 1) The teachers should aware of the differences between second language and foreign language learning contexts.

The difference context between second language and foreign language is very crucial. In the foreign language context is very challenging, because the students only have few opportunity to speak in their environments. Most of the people around them use their mother tongue rather than the foreign language. Meanwhile, in the second language context, English is used to communicate in the society like English in UK and Singapore.

- 2) The teachers should give students practice with both fluency and accuracy.

Fluency and accuracy are important in speaking skills. Teachers need to develop their students' fluency and accuracy by giving a lot of practice of speaking.

- 3) The teachers should provide opportunities for students to talk by using group work or pair work and limiting teacher talk.

Teacher should be limitation her/his talk in the class, in order to give the students opportunity to speak during teaching-learning process in the class. Teacher can make a group work or a pair work for the students to speak effectively.

- 4) The teacher should plan speaking tasks that involves negotiation for meaning.

Speaking tasks mean activities to communicate appropriately and effectively with others in the target language. The negotiation for meaning happens when the students try to understand what others said by asking clarification, confirmation or explanation.

- 5) The teacher should design classroom activities that guided and practiced in both transactional and interpersonal function

There are two purposes in the speaking function. They are transactional and interpersonal functions. The purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.



In line with the texts above, Brown (2001:275) states that there are some principles for designing techniques in teaching speaking. He said that the speaking techniques should use techniques that covers learners need, carried out the accuracy, fluency and meaning. It means that the tasks should include techniques, but do not bore the students. Then, the techniques should provide intrinsically motivations. After that, the techniques should encourage the use of authentic language in meaningful contexts. Next, the technique should provide appropriate feedback and correction. Also, the technique should take advantage of the natural link between speaking and listening. After that, the technique should give learners opportunity to initiate oral communication. Then, the last, the techniques should encourage the development of speaking strategies.

In addition, Harmer (2001:87) argues that there are three basic reasons to give students speaking tasks which encourage them to see all and any language at their control. The first is the activities give the students a chance to discuss and rehearse the material outside the classroom. It is way for students to get a feel of what communicating in the foreign language really is like. The second is the activities of giving feedback to the learners. Then, the good speaking activities can and should be highly motivating for the students. Those reasons can encourage the students' language need if the teachers do all the components well.

In conclusion, there are some principles in teaching speaking that should be mastered in order to be a good English teacher. By keeping the principles in teaching speaking, the problems that usually happen in the teaching-learning

process of speaking can be minimized and the students can learn English maximally in the class.

### **c. Criteria for Speaking Tasks**

Task design begins with the assessment of the students' need. The purposes of the test and the practical circumstances in which it will be arranged the general guidelines, the most important factor in the task designed is the score users need to know about the examinees' speaking skills, Louma (2009). Furthermore, Thornburry (2005) states that there are some criteria that needed to make good speaking tasks. First of all is productivity. It means that speaking tasks should give a big opportunity to the students to speak in the target language. The teachers should make a good task to invite the students join to speak activity. It indicates that many students join speak-up in the speaking activity.

The second is purposeful. In this case, the tasks from the teacher should have purposes in the speaking activity. The Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. The example of the tasks should be meaningful, that is group discussion activity and it can be maximally the participation all of the members in the class.

The third is interactivity. It means that the tasks should build interaction among the students in the speaking activity. It is the basic goal of speaking activity. The goal of speaking activity is to communicate or to interact with others. So, good speaking tasks can make interaction among the students in the speaking activity.

The fourth is challenge. The speaking tasks should be challenging for the students. It is in order to force the students' creativities, ideas, knowledge and also abilities. These will help them to increase their speaking skill and to achieve the goal of teaching-learning process.

The next is safety. The tasks of the students should be safety – while it should be challenging. They should feel safe and confident when doing the tasks, in order to achieve the goal of teaching-learning process. The classroom atmosphere and the teacher attitude very determined in this case.

The last is authenticity. The speaking tasks should be implemented in the real life communication. It in order to make students can achieve easily the goal of the communication. The students' experience in the real life communication can help them to make great communication, because it is the best effect in choosing and analyzing the best answer of the tasks.

From those explanations above, the writer concludes that task is a tool to measure and evaluate the students' understanding and ability. The task designed should be suitable with the objective in the school's curriculum. In the speaking learning activity, there are many kinds of task can be designed by the teacher to increase the students' speaking skill. The teacher should concern with the components of the task to obtain the purpose of why the students have to do the tasks. So, the goals of the teaching and learning activity can be achieved by the students.

#### **d. Classroom Speaking Activities**

In the teaching and learning process the teacher should be innovative to make the interesting materials, practicing various techniques of teaching and also using interesting media. These are suitable for the students in order to help them to speak in the language. Harmer (2001) delineates that there are many classroom speaking activities that can be used in teaching speaking. The activities are described as follows. The first of all is acting from the script. In this activity, the teacher asks the students to act out scenes from plays, their dialogues are made by themselves. The students are asked to act out in front of the class. The teacher should give students time to prepare their dialogues. The second is communication games. There are many communication games. The purpose is to get student speak-up in the teaching-learning process, which is speak as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where the student has to be a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (described and arrange) or find similarities and differences between pictures.

The next activity is discussion. Discussion can be performed in the form of highly formal, whole group stage events and informal small-group interactions. One of the reasons that discussions may be failed is that students are unwilling to give an opinion in front of the whole class, particularly if they do not have any idea to say. The examples of the activities are buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus. After that is prepared talks. In this activity, students should make a presentation on a topic of

his or her choice. Such talks are not designed for informal spontaneous conversation but more writing-like because they are prepared. Prepared talk represents definable and useful speaking activity. When students are doing this activity the teacher should give to others, who do not perform prepared talk, task to give attention as they listen. Then they can give feedback to performers.

Harmer (2001) also states that questionnaires are useful activities. By being pre-planned, the questionnaires ensure that both questionnaire and respondent have something to say to each other. Questionnaires may well encourage the natural use of certain repetitive language pattern and then be situated in the middle of the communication continuum. The results obtained from questionnaires actually can form the basis for written work, discussions, or prepared talks. Another activity is simulation and role-play. The students can reach the benefits of using simulation and role-play. Those kinds of activities can be used to encourage the students' speaking skill or to train students for specific situations. Those are real life activities, as they do so in the real world. Teachers may also use them to assess students' speaking performance.

The statements above are strengthened by Kayi (2006). Kayi argues that there are many activities to promote speaking. There are thirteen activities to promote speaking. Those are discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and then find the differences.

From the explanations of kinds of classroom speaking activities, the writer concludes that many kinds of classroom speaking activities can be conducted in

teaching learning activity of speaking. The activities are made by the teacher, in order to make the students join the speaking activities. Also, the students can improve their speaking skill easily..

#### **e. Assessing Speaking**

Assessment is an important aspect in language learning. Assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offers a comment, the teacher can make an assessment of students' performance (Brown, 2004). Assessment can be used to see whether the students have achieved the goals of learning. In addition, Louma (2009) asserts that assessing speaking is a process with many stages in a cycle. In addition, Brown (2004) argues that the assess speaking is the designs of assessment tasks. It includes how to design various speaking performance, such as, imitative, intensive, responsive, interactive and extensive speaking. The described as follows.

Imitative is type of speaking performance demands learners simply to imitate words, phrases, or even sentences. Commonly, it is called as pronunciation. The assessment can be in the form of repetition task. Test takers repeat the stimulus, whether it is a pair words, a sentence or perhaps a question to test for intonation prediction. Then, the assessment of intensive speaking performance includes the production of short activities of oral language design to demonstrate competence in a narrowband of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, and juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular

grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading dialogue with partner in turn, sentence and dialogue completion, limited picture-cued tasks including simple sequences, etc.

After that, responsive assessment tasks include brief interactions, it is different from intensive asks. It is kind of very short conversation, standard greeting and small talk, simple request and comments, the assessment can be in the forms of questions and answers, giving instructions and directions, and paraphrasing. Afterwards is interactive speaking performance. The difference between interactive and responsive speaking performance is the length and complexity of the interactive, which sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information and interpersonal dialogue which aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversations and games. The last is extensive speaking tasks. It involve complex relatively lengthy stretches of discourse usually in the form of various monologues which minimal verbal interaction. The assessment can be done through speeches, oral presentations and story-telling.

Based on the explanation above, before assessing speaking, the teacher needs prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. According to Brown (2004), there are sixteen components that are used to make up criteria for assessment students' speaking skills. In line with Brown, the assessment used is based on its type of speaking performance itself as mentioned in the Appendix E. Through those

conditions, it is expected that students can speak fluently and accurately and students' achievements in speaking can be assessed optimally as well.

### **3. Teaching English in High School**

#### **a. Teaching Speaking in High School**

The curriculum of Indonesian education system has applied School-Based Curriculum, which means that every school has an authority to run the school effectively. This curriculum enables for each school to have more opportunities to achieve the goals of the education. Caldwell and Spinks (1998) in Yuwono (2005) define School-Based Management as the self-managing school, and it has an authority to make decision related to the allocation of resources. In this case, the school can develop anything which can help the school to reach the goals.

In School-Based Curriculum, English has been regarded as compulsory subject. It is taught as a foreign language in elementary, secondary and senior high school (SMA) and vocational high school. This is necessary for the school to concern more to the English subject as a foreign language. This needs special treatments in the process of teaching and learning to get the goals of teaching and learning English. The goals of the education have been drafted in the standard competency and basic competence.

The students of senior high school should achieve the standard of competence and basic competence which have been drafted in national law number 22: 2003 (UU no. 22: 2003). It is stated that teaching and learning process should be based on standard of competence and basic competence



(SKKD). This below is the draft of standard competency for the speaking skill of Senior High School.

**Table 2 : Standard Competence and Basic Competence**

Standard Competence	Basic Competence
9. To express transactional and interpersonal communications in the context of daily life.	9.2. To express simple, transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of embarrassment, anger, and annoyance.
10. To express simple, short, functional texts and simple monologue texts in the genres of <i>spoof, narrative, and hortatory</i> in the context of daily life	10.2. To express simple, monologue texts accurately, fluently, and acceptably in the genres of recount, narrative, and procedure in the context of daily life

To reach the competences above, it needs to know the principles of teaching and learning of English language. Besides, it is also necessary to have the knowledge of English as language used in Indonesia.

English is learnt into two broad contexts: foreign language and second language. In Indonesia English is as foreign language. This must become a concern in teaching and learning process of speaking as foreign language. English is as a foreign language means that English is not the language of communication in society generally. Learning English becomes challenging since the students have limited opportunities to use the target language out of the class.

Learning to speak a foreign language in this case is English, requires more than grammatical and semantic rules (Nunan, 2004). Learners must also

acquire the knowledge of the native speakers use the language in the context. Language is not only concern to the rules as grammar and structure, but it is more than simply a system of rule (Nunan, 2004). Effective communication requires the ability to use language appropriately in social interaction.

Littlewood (2006) suggests four skills which make up a person's communicative competence, and which must be recognized in foreign language teaching. They are:

a) Functional Skill

It means that students should develop their skills in manipulating the linguistic system to the point where the students can use it spontaneously and flexibly in order to express their intended messages.

b) Grammatical Skill

The students must distinguish between the forms and the linguistic function.

c) Strategic Skill

The learners should develop their ability in understanding the circumstances in a social interaction as using language for communicating.

d) Sociolinguistic Skill

The learners must develop their knowledge not only the forms and rules of the target language but also about the culture of the target language.

Beside all above, it can be inferred that learning EFL for students must be taken care especially. To get communicative competence for the students, teachers must provide the opportunities for the students to practice speaking

based on their interesting theme, and activities. These below are the principles of teaching speaking by Nunan, (2003):

- a) Be aware of the differences between second language and foreign language context.

Second language context gives more opportunities for the students to practice more, since the target language becomes communication in society. Whereas foreign language context give few opportunity for the students to learn more since the target language is not used in social.

- b) Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they used the target language. Fluency is the extent to the speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches.

- c) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d) Design task that involve negotiation meaning.
- e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

#### **4. Teaching English Using Music Activities**

##### **a. Definitions of Songs**

Song can be defined as “The word that refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar. (Griffie in Rosova, 2007).

##### **b. Types of Using Songs Activities**

Suzanne Medinna (2002) divides the activities of using music in the classroom activities into two kinds:

###### **1) Dialogue From Songs**

This activity began with introducing the key word in the songs by showing the songs' lyrics to the students and continued by listening to the songs. Then the students discussed and write a dialogue based on the songs in pairs or groups. This kind of activity can

###### **2) Musical Discussion Circle**

Started by organizing students in groups of three or four then have groups discuss the meaning of the lyrics. This activity needs a secretary in each group to record any questions regarding unfamiliar vocabulary, idioms, etc. which make the lyrics incomprehensible.

###### **3) Party Time**

This activity began with identifying several sentence patterns that are found in the lyric and create two-line mini dialogue; other

sentences also can be added to the line. Then discuss the songs lyric with the students such as unfamiliar vocabulary, verb, idioms, etc. Afterward, the teacher showed the mini-dilaogue in the blackboard, and then has students' pairs around stand room as having a party. This acvituvy can be repeated several times.

### **c. The Implementation of Music in teaching Speaking**

Suzanne Medina (2002) stated three based steps on using music in teaching English; these are before listening or pre-listening, while listening and post-listening. In pre-listening, the teacher discusses the songs' lyric with the students, then the students listen to the songs and after that the teacher gives further task to the students.

### **d. The Advantages and Disadvantages of Using Music**

Song, as audio authentic media, is a short musical composition with words. Song has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. Song brings emotions to life and it also serves as a testimony of people from any land or time, it speaks for us where words fail (Medina, 2002).

Music has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, to funerals. Each country has its own anthem. Music has been important during many revolutions and was even

the cause of some of them. John Lennon, Bob Dylan, or Karel Kryl can be mentioned as some of the revolutionary musicians. The flower generation also connected through music.

Nowadays, music is used in films, advertisements; it is on radio and even in most shops, restaurants and other public places. Current technological inventions, such as the iPod, mobile phone and MP3 player enable people to enjoy their favorite music anywhere at any time. People listen to it while traveling and even while walking in the streets. In fact, a lot of children get into troubles for listening to music on their headphones during lessons.

Music as such has always been important, especially to most young people. It has always brought them together. They love to share their music with one another and talking about their favorite artists is a part of their everyday communication. Music is connected to many areas of their lives. People who like similar kinds of music usually dress in a similar way. It is part of people's way of living, of their world and it can be used as a means for a teacher to get into his or her students' world, to get closer to them.

This shows that music is personal and people in general are most interested in and motivated by things that they can relate to. All of the above-mentioned arguments indicate that music is a subject of everyday communication and it is something that is ever present in people's lives

intentionally or unintentionally, which can be very beneficial for the method of using songs to teach English since it increases the possibility that students will come across the taught material, frequently revising it.

Further, Harmer (2007) stated music as a powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. One of the most useful kinds of text for students to work with is song lyrics, especially where the song in question is one which the students are very keen on.

Moreover, Brewster (2003) stated that there are 4 scopes of advantages of using music as a way of teaching. The first is linguistic resource, in this resource new language is allowed to be introduced and structures and vocabulary to be reinforced and recycled. Linguistic resource also presents familiar language in new and exciting forms and in a rich imaginative context. Furthermore, it proves for lots of natural and enjoyable repetition and can be used to develop all skills in integrated way beside help to improve all aspects of pronunciation.

The second is psychological or affective resource, whereas music is motivating and can help to develop positive attitude towards the language since music can encourage a feeling and student's confidence.

The next is cognitive resource, which is helping to develop concentration, memory and coordination. Music also can provide the

variety of learning atmosphere. Music that is come from authentic sources can contribute as cultural resource to the cultural component of a language program and can be used to compare with the mother tongue. And the last is social resource, where music can be a shared social experience and be used as the basis for a performance or show.

Brewer (2005) also stated the benefits of using music in the classroom; the benefits can be seen in the table below:

**Table 3 : Benefits of Using Music**

<b>Benefits of Music Use in Daily Life</b>	<b>Classroom Outcomes of Music Use</b>
Do you ever play music because it makes you feel happy and more eager to do what you need to do?	Play music to set a positive mood at the start of the day or at the beginning of a class. Play music throughout the day during breaks and transitions to maintain a positive attitude.
Do you play music to energize yourself when you first wake up or feel tired?	Raise students energy levels with upbeat music as needed the throughout the day.
Have you found that music can calm and soothe you or your family members?	Play music to reduce stress levels, relieve frustration, and create a peaceful classroom environment.
Does music sometimes help you focus on the task at hand?	Use music to help sustain student attention and concentration.
Do you find that music can inspire you, motivate you, and build your enthusiasm?	Play music to motivate and inspire your students.
Do you use music to help get things done more quickly and easily?	Play music during independent work and group activities.
Does music stimulate your creativity?	Use music during writing, arts projects, and reflective activities.



Benefits of Music Use in Daily Life	Classroom Outcomes of Music Use
Does certain music bring back memories and the emotional experience of an event?	During learning activates, play music that will create and appropriate emotional connection to the information and provide a trigger for recall.
Does music help you relax and reflect on issues and ideas?	Play slow, quiet music while your calmly review lesson information for students.
Does music help you connect to and cooperate with others?	Play music to encourage interaction and build classroom community.
Do you play music for fun?	Use music in the classroom to increase the joy of learning.

More, and according to Sylvan Payne, 'the ideal song...repeats key phrases; attracts students' attention; and teaches some natural, interesting language without offending anyone' (Payne,2006 in Harmer,2007). He also finds that typing in grammar points like *should have* along with the word *lyrics* into his internet search engine often finds him exactly the kinds of songs he wants.

However, songs can present a problem, particularly with teenage students, because it is often difficult to know exactly which songs the students like at any particular time and which songs, very popular last week, have suddenly gone out of favor. Furthermore, the use of songs in the classroom activities could disturb the neighbor class; the students also could get very excited when they listen to the songs.

But, this problem can be solved by having students bring their own favorite songs to the class but the teacher may want to have time to listen and try to understand the lyrics because some songs may deal with issues and language which the teacher is not keen to work with.

The other solution is by using older songs, and to ask the students whether they think they still have merit despite their antiquity. Teachers can then choose songs which they like or which are appropriate in terms of topic and subject matter, and which they themselves think pass the test of time.

#### **e. Types of Rock Songs**

Rock music is a genre of popular music that originated as rock and roll in 1950s America and developed into a range of different styles in the 1960s and later, particularly in the United Kingdom and United States. Rock itself has some kinds as explained below.

##### **1) Garage Rock**

Garage rock was a form of amateurish rock music, particularly prevalent in North America in the mid-1960s and so called because of the perception that it was rehearsed in a suburban family garage. The lyric and delivery were more aggressive than was common at the time, often with growled or shouted vocals.

##### **2) Punk Rock**

Punk Rock rooted in garage rock and other form of what is now known as protopunk music, punk rock bands eschewed the

perceived excesses of mainstream 1970s rock. They created fast, hard-edged music, typically with short songs, stripped-down instrumentation, and often political, anti-establishment lyrics.

### 3) Glam Rock

Glam rock emerged out of the English psychedelic and art rock scenes of the late 1960s and can be seen as both an extension of and reaction.

### 4) Alternative Rock

Alternative rock is a genre of rock music that emerged from the independent music underground of the 1980s and became widely popular by the 1990s. the 'alternative' definition refers to the genre's distinction from mainstream rock music, expressed primarily in a distorted guitar sound, transgressive lyrics and generally nonchalant, defiant attitude.

## **B. Review of Relevant Research Studies**

This part deals with the previous related studies. Based on the theoretical review, the researcher would use music (Alternative Rock to be Specified) to improve the students' speaking skills. Music has been proven to improve students speaking skill in the context of English teaching and learning. Several studies about using music in teaching speaking have been conducted by some researchers.

Smith (2002) stated that the use of songs in the foreign language classroom may aid memory of text. The results evidenced that the occurrence of the din is

increased with music, and therefore may be a more efficient way to stimulate language acquisition.

Meanwhile, Kayi (2006) concluded that teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essentially for teachers for pay attention to the teaching learning process of speaking rather than leading in memorization.

In addition, Medina (2002) said that the use of music in teaching English classroom can give positive effect to the students. Based on the two best known Krashen's hypotheses (1982), from his five, are the 'Input' and 'Affective filter' hypotheses. "According to Krashen's Input Hypothesis, new, unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extralinguistic support such as illustrations, actions, photos, and realia. This in turns results in what Krashen refers to as 'comprehensible input' since the linguistic input is made comprehensible to the second language learner". In the 'Affective Filter' hypotheses, Krashen says that "the extent to which linguistic input is received from the environment largely depends upon the learner's 'affect', that is his inner feelings and attitude. Negative emotions, functioning much like a filter, can prevent the learner from making total use of the linguistic input from his environment. Therefore, if he is anxious, unmotivated, or simply lacks confidence, language acquisition will be limited.

Music evokes positive emotions which can lower the ‘affective filter’ and bring about language acquisition.”

Based on the result of the previous studies, it is concluded that using music, in this case is alternative rock songs can improve students’ speaking skill. Therefore, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

### **C. Conceptual Framework**

Regarding the importance of English as an international language, Indonesia through the minister of education makes compulsory the learning of English subject in primary and secondary school. Thus, since Indonesian people do not speak English for daily communication, English is taught as a foreign language. Teaching language needs to take into consideration many factors that may influence the process of teaching, such as the teacher, the learners and the environment, if one factor does not support the teaching and learning process, the goal of teaching and learning would be likely difficult to achieve. If such problem happens, there must be an effort to solve the problem and improve teaching and learning quality. The solution for such problem in the classroom can be found by conducting action research.

Furthermore, as speaking was a main problem that was feasible to be solved in the case of students at XI grade of SMA N 1 Pleret, this research was concerning with the attempt to improve students’ speaking skill through Alternative Rock Songs.

Since Harmer stated that music as a powerful stimulus for students engagement precisely because it spoke directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. One of the most useful kinds of text for students to work with was song lyrics, especially where the song in question is one which the students are very keen on. Regarding the importance of English as an international language, Indonesia through the minister of education makes compulsory the learning of English subject in primary and secondary school. Thus, since Indonesian people do not speak English for daily communication, English was taught as a foreign language. Teaching language needs to take into consideration many factors that may influence the process of teaching, such as the teacher, the learners and the environment. If one factor did not support the teaching and learning process, the goal of teaching and learning would be likely difficult to achieve. If such problem happens, there must be an effort to solve the problem and improve teaching and learning quality. The solution for such problem in the classroom could be found by conducting action research.

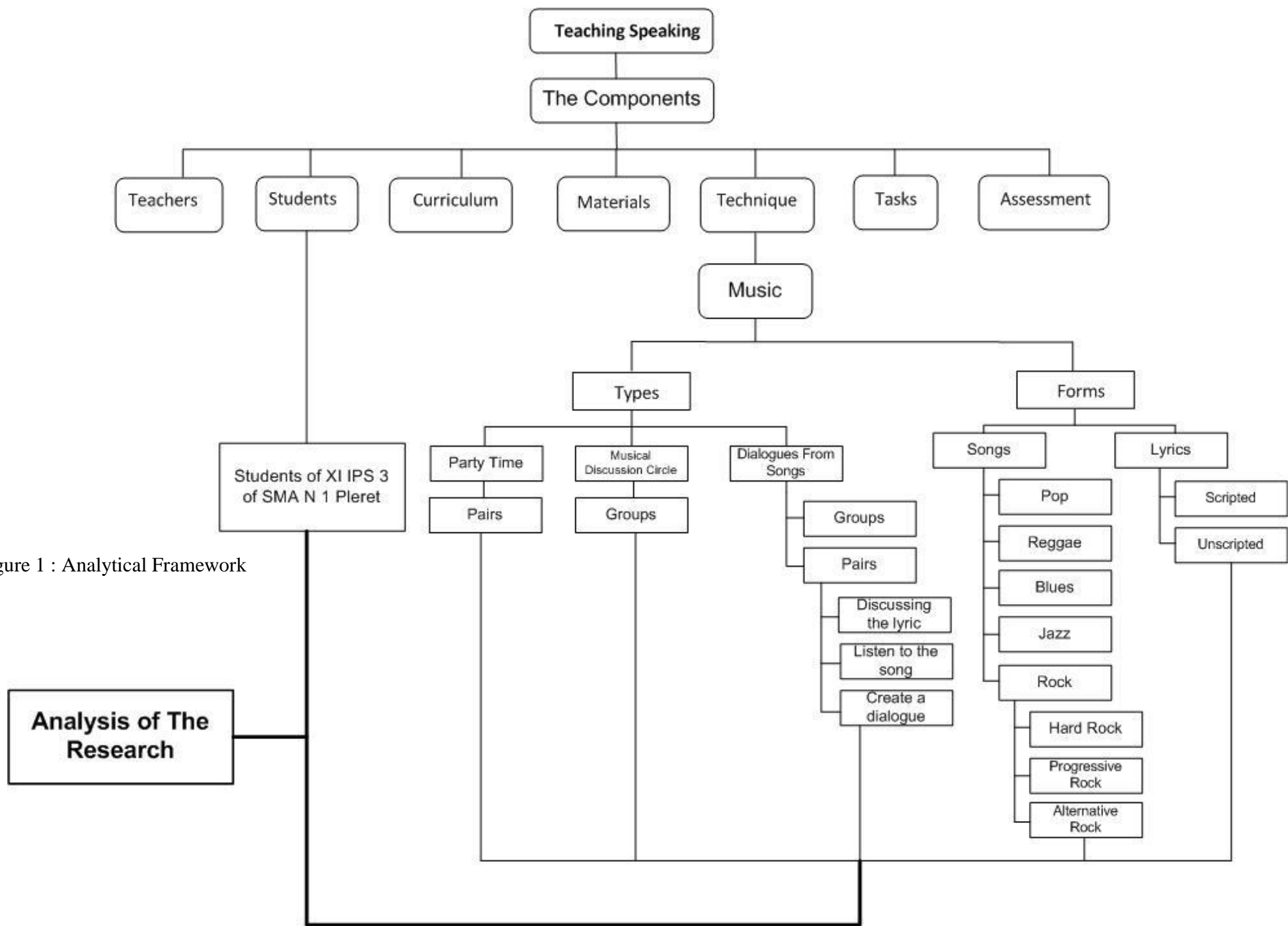


Figure 1 : Analytical Framework

### **CHAPTER III RESEARCH METHOD**

#### **A. Research Design**

This research was action research. The aim of the research was to improve the students' speaking skill at XI IPS 3 of SMA N 1 Pleret through Alternative Rock Songs. The researcher and the collaborator tried to improve the way of teaching speaking especially by using alternative rock songs to the students.

There were two cycles in this research. The researcher planned the action, implemented the action and did reflection in each cycle. In the planning stage, the researcher prepared the lesson plans, the course grid, the pre-test, the post-test 1 and the post-test 2, the observation checklist, interview guidelines and the questionnaire. In implementing the actions, the researcher worked together with the English teacher as a collaborator and the students to identify and to investigate the problems that occurred in the English teaching and learning process. The researcher then did a reflection and continued to the next cycle when the action of the previous cycle was considered unsuccessful.

#### **B. Type of The Research**

This study was using Action Research. There are some definitions stated by experts. Bassey (1998) stated action research as an enquiry which is carried out in order to understand, to evaluate, and then to change, in order to improve educational practice. Later, Hopkins (2002) describe that action research



combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

There is another definition that action research is a self-reflective, a flexible methodology, and not merely in terms of being eclectic in research methods but systematic and critical approach to enquiry by participants who are at the same time members of the research community. With the aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice and in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It is underpinned by democratic principles in that ownership of change is invested in those who conduct the research with small scale intervention in the functioning of the real world and a close examination of the effects of such intervention. Or in brief action research can be said as the study of a social situation with the view to improving the quality of the action in it. (Carr & Kemmis, 1986; Elliott, 1991; Somekh, 1993; van Lier, 1996; in Burns, 2010)

Action research itself has some characteristics. Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation. It is evaluative and reflective as it aims to bring about change and improvement in practice. It is participatory as it provides for collaborative

investigation by teams of colleagues, practitioners and researchers. The last is the changes in practice are based on the collection of information or data which provides the impetus for change. (Burns, 1999; Nunan, 1999, in McKay, 2006)

### **C. Research Setting**

This research was conducted within the first semester of the 2013/2014 academic year from February to March 2014 at SMA N 1 Pleret at Social Program. This school is located in Jl. Raya Pleret Km. 6, Bantul. Physically, SMA N 1 Pleret has 2 main major; they are Social and Science. The school was also equipped with other facilities, such as a computer laboratory, teachers' office, a principal office, a mosque, a medical room, a school hall, two basketball fields, a badminton field, and a volleyball court. The researcher conducted the research in class XI IPS 3 of SMA N 1 Pleret. Thus, the researcher had to implement the actions in the class by following English lesson's schedule for the class.

This school is very popular locally. For that reason, it becomes one of favorite school in that cluster. Many students want to study in the school. The research was conducted in the second semester in the academic year 2013/2014. The researcher chose this school because it had various students. There are many students from the city, who most of the students have known English when they were in the junior high school. However, the function of language was different with the previous one. In the junior high school they learned the form of language

function, but in the senior high school school they learned the form of language use.

Most of the students gave a bad response to English subject. They got bored teaching learning process when they learned Englis. They had low motivation in the teaching learning process in the Grade XI. They also had difficulties in performing because they were low of self-confidence. They were afraid making mistakes and for that reason, they became very silent and shy. They did not get any opportunities to practice speaking since an everyday activity was learned the same topic and they always got permitted by the teacher to dismiss earlier than the schedule. The teacher did not use any course book in the daily teaching learning process.

The XI IPS 3 students' were chosen because their speaking skill was low, whereas after they were graduated, they should be mastering their speaking skill to face globalization. Most of them need fun and enjoyable teaching learning process as their characteristic as adolescent students. The school has the same vision with the researcher in improving students' English speaking skill in order to achieve the goal of English teaching learning process in SMA N 1 Pleret.

#### **D. Object/ Focus of The Research**

The object/focus of the research was improvement of students' speaking skill through the use of alternative rock songs.

### E. Time of The Research

The researcher conducted the action research in the first semester of the academic year of 2013/2014. The action was held from February to March. In conducting the actions, the researcher followed the school calendar in which the English would be taught two times a week.

**Table 4: The Schedule of the Research**

No	Steps	February				March		
		1	2	3	4	1	2	3
1.	Observations							
2.	Planning of Cycle 1							
3.	Action 1 (implementation, observation and reflection)							
4.	Planning of Cycle 2							
5.	Action 2 (implementation, observation and reflection)							
6.	Analyzing data and reporting							

### F. Data Collection Technique

The data of the research were qualitative and quantitative data. The data were collected by observing the teaching and learning process in the classroom, interviewing the students and the English teacher, testing the students and also giving them a questionnaire. In line with the aims of this research, the research used an observation sheet, interview guidelines, questionnaire data and students scoring rubrics of speaking as the instruments of the data collection. The brief information about the data collecting techniques and instruments was explained as follows.

### **1. Class Observation**

Class Observation was done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing the class situation. It was recorded in the form of observation checklist, field notes and photographs. The observation checklist was used to obtain information about implementation of the planning and the procedures of the actions. It was also be used to gather data about the students' activity during the teaching and learning process. In addition, field notes were used to record facts which cannot be put in the observation forms. The photograph was used to record facts in a picture.

### **2. Interview**

Interview was used to know the effectiveness of the actions. In this research, the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process through alternative rock songs. In this case, the data gathering activity was for knowing about the students' feeling during the class activity. The results of the interview were recorded in the form of interview transcripts.

### **3. Questionnaire**

The questionnaire was given to the participants. It was a closed questionnaire. The questionnaire consists of 23 questions. The questions were related to the students' response in speaking before and after the implementation of using alternative rock songs. The questionnaire was given

after implementing the action. The theory which is used in the blue print of the following questionnaire covering the theories that contained in Chapter II. The core of questions can be seen in the table below.

**Table 5: The Blueprint of Questionnaire toward Students' Response in Speaking through Alternative Rock Songs.**

No	Purposes of the Questionnaire	Number of Item	Item Number
1	Students' feeling toward speaking activities before using Alternative rock songs.	1	1
2	Students' feeling toward speaking activities before using Alternative rock songs.	1	2, 3
3	Students' responses in the use of Alternative rock songs as a technique in learning speaking.	1	7
4	Students' feeling toward speaking activities before using Alternative rock songs.	1	4
5	Students' ability in speaking English, after using Alternative rock songs.	1	13
6	Students' ability in speaking English, after using Alternative rock songs.	1	8
7	Students' ability in speaking English, after using Alternative rock songs.	1	9
8	Students' ability in speaking English, after using Alternative rock songs.	1	10
9	Students' ability in speaking English, after using Alternative rock songs.	1	11
10	Students' ability in speaking English, after using Alternative rock songs.	1	12

No	Purposes of the Questionnaire	Number of Item	Item Number
12	Students' ability before using Alternative rock songs.	2	5, 6
13	Students' responses in the use of Alternative rock songs as a technique in learning speaking.	4	14, 15, 17, 22
14	Students' feeling toward speaking activities during using Alternative rock songs.	1	16
15	Students' feeling toward speaking activities during using Alternative rock songs.	1	18

Based on the Likert's scale (Likert (1932) in Burns (2010:82)), each of item was followed by five options, namely absolutely agree (SS), agree (S), Neutral (N), disagree (TS), and absolutely disagree (STS). Each question was scored based on the table of scoring. It could be seen in the table below.

**Table 6: The Questionnaire Score**

Answer	Score
Absolutely Agree (SS)	5
Agree(S)	4
Neutral (N)	3
Disagree (TS)	2

#### **4. Testing Students' Performance**

Testing students' performance was done before and after implementing the actions. Before carrying out the action, the researcher conducted a pre-test to identify the problems as the basic knowledge to do the research. At last, the researcher conducted two post-tests to measure the development of the

students' speaking skill after implementing the action, in the last of first cycle and second cycle. A pre-test and post-tests were used to know and to measure the students' speaking skill.

### **G. Data Analysis**

The data collected were analyzed qualitatively and quantitatively. All of the data were gathered by the observation checklist, and interview transcripts. While the data obtained from the tests (pre-test and post-test) and the questionnaire data were analyzed quantitatively. The steps of the data analysis included collecting the data, comparing and cross checking the data from the observation checklist, interview transcript, and students' tests. The pre-test was done for knowing the students' speaking skill before using alternative rock songs. Then, the post-test were done twice, in the last meeting of Cycle 1 and in the last meeting of Cycle 2.

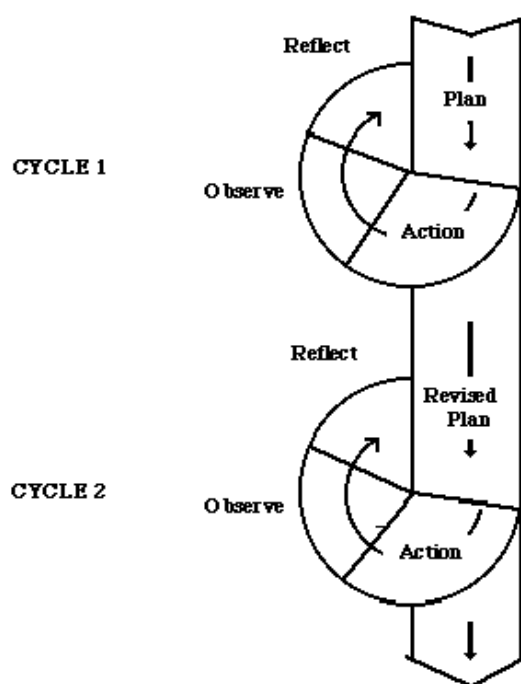
The data analysis tests were using Microsoft excel. The function of the program was to know the mean score of each aspect in pre-test, post-test 1 and post-test 2. The researcher was comparing the results of pre-test and post-test 1, if there were improvements from the pre-test to post-test 1, it indicated that the actions has been succeeded. After that, the second post-test was done for strengthening the result of improvements in the first cycle. When in the result of the post-test 2 was higher than the pre-test, it indicated that the improvements of the students speaking skill in the Cycle 1 were not coincidental results. However,



when in post-test 2 there were not improvements, it indicated that there was any hesitancy of the result in Cycle 1.

## H. Research Procedure

There were five phases in the action research, which include problem identification, planning, action and observation, and reflecting. The researchers used the procedure of action research proposed by Kemmis and Mc Taggart (1988) in Koshy (2005:4). The procedure was followed.



**Figure 2: Action Research Process by Kemmis and McTaggart**

### 1. Reconnaissance

In this first step, the researcher carried out the research collaboratively with the English teacher in this school. In this case, the researcher was collecting information concerning the students' speaking skill. The researcher

would do pre-test, observation and interviews with the students and English teacher to identify the existing problem in class related to the students' speaking skill. After that, the researcher determined the research concern.

## **2. Research Cycle**

In this process, the researcher implemented the actions in two cycles depending on the need of the research. There were three procedures implement in this action: planning, the action, implementing the action and doing reflection. The procedure was described as follows.

### **a. Planning the cycle**

In this phase, the researcher identified problems or issues and made some plans to choose the actions that were feasible to be implemented in the field, based on the results of the reconnaissance. In the action plan, the researcher worked together with the English teacher of class. In this step, the researcher prepared the lesson plans, the materials and the research instruments. Then, the research instrument such as the interview guideline, the test scoring rubric, the questionnaire were designed by considering the kinds of data needed. The plans per cycle were described as follows.

#### **1) Planning The Pre-Test**

In the planning of the pre-test, the researcher considered the materials which would be the material of test reviewing the basic competency. In this part, the researcher did not use any

implementation method yet. The researcher conducted a test as the students' condition.

## 2) Planning Cycle 1

In the planning of the first cycle, the researcher considered the materials which would be taught by reviewing the basic competency.

## 3) Planning Cycle 2

In the planning in the cycle 2, the research reviewed the result of the discussion and the plan based on the problem appearing at the first cycle. The dialogues and songs were planned to be included in the same types and forms as in the first cycle.

### **b. Action and observation of the cycle**

In this step, the researcher was got involved in observing the effects of the actions and took note on how the students reacted to the actions and some obstacles in implementing the action.

#### 1) Action and Observation of Pre-Test

In this stage, no lesson plan was implemented in the class as the teacher was. The teaching and learning processed were observed and recorded in the form of field notes. In this stage, the researcher and the collaborator noted some problems appearing during the test.

## 2) Action and Observation of Cycle 1

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes and video. The some changes were made in relation to the students' learning progress. Even though, in this stage, the researcher and the collaborator noted some problems appearing during the teaching and learning process. In this cycle, there was a topic that was discussed in two meetings. It was "Expressing Sadness". A post-test was conducted in the end of the meeting, and they asked by the researcher to join with the interview after class.

## 2) Action and Observation of Cycle 2

As what the researcher done in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process. In this cycle, the researcher was taught one topic, it is "expressing love". It was delivered in two meetings. The second meeting of the second cycle was delivered for doing post-test 2. The researcher asked to the students to join interview and do the questionnaire.

**c. Doing the reflection**

In the last step, the researcher made some evaluations or reviews on what happens in the implementation of the action. In this case, the reflection was giving the result, which was the action successful or not. If the action was not success, it would be repeated in the next cycle with the suitable action so that the condition would be better.

**1) Reflection of Cycle 1**

In this stage, the researcher and the collaborator discussed the problems and solutions in each meeting and at the end of the cycle, based on the interview result, they discuss the whole stages of the cycle as a consideration to plan for the next cycle.

**2) Reflection of Cycle 2**

In this stage, the implementation and observation of the Cycle 2 was reflected in the discussion between the researcher and the collaborator. Furthermore, the results made in the cycle 1 and cycle 2 would be discussed to draw the conclusion about the overall teaching and learning process.

**d. Data Validity and Reliability****1) Validity**

There are five validity criteria that can ensure data validity of action research by Anderson (in Burns 1999). The validity of the

data would be established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity.

**a) Democratic Validity**

The researcher would fulfill the democratic validity by interviewing the English teacher and the students of XI IPS 3 of SMA N 1 Pleret. In this case, the English teacher and the students got chances to give their own opinions, ideas and comments about the implication of the action research.

**b) Outcome Validity**

Outcome validity was related to the result achieved by the research. It was obtained by providing the genuine data and looking at the result of the actions which has been done. The researcher and the collaborator analyzed the successful and the unsuccessful actions. The research might say that the action was successful when there were some improvements in the teaching learning process.

**c) Process Validity**

In this case, the researcher collected the data by doing observation and writing note for everything that happened during the action. The students' attitude, class condition and the teaching learning process would be observed in this process. In addition, the result was recorded in the forms of field note.

#### **d) Catalytic Validity**

The researcher fulfilled the catalytic validity by observing, making reflection of the implementation of the actions that was done in the class XI IPS 3 of SMA N 1 Pleret and doing some discussions with the English teacher as a collaborator and the students.

#### **e) Dialogic Validity**

The dialogic validity was the process of peer review. It fulfilled when the researcher asked the English teacher as the collaborator to participate in the process of the research by doing a discussion, giving critiques and suggestions to the actions done in the class.

In this research, the researcher used all of the validities for make sure the result of the data research. The democratic, outcome, process, catalytic, and dialogic validity were used by the researcher for making sure the results.

### **2) Reliability**

Reliability referred to whether a research instrument is neutral in its effect and content across multiple occasions of its use. The research had to produce the same results on different occasion (Denscombe, 2007).

According to Cresswell (2008), there were four kinds of reliability. They were test-retest reliability, alternative forms reliability, alternate forms and test-retest reliability and the last is interrater reliability. In this research, the researcher was using one of the kinds of reliability. It was interrater reliability. Interrater reliability was kind of comparing scoring between the students' score record from the researcher and the teacher as a collaborator.

While using those principles, the reliability of the data was gained by giving genuine data, such as field notes, questionnaire data, interview transcripts and other records. To check trustworthiness of the research, the researcher used time triangulation, researcher triangulation and theoretical triangulation.

Time triangulation, the data were collected at one point in time or over a period of time to get sense of changes in the process. In this research, the researcher would gather the data about the improvement on speaking skill through having the pre-test and the post-tests. Furthermore, the portraits of the classroom situation would be recorded in the observation checklists and field notes which would be taken in every meeting. Then in the last meeting, the researcher gave a questionnaire to the students to gain the data of the students' feeling in the teaching learning activity before and after the action.



In research triangulation, the researcher asked the English teacher as a collaborator and a friend of the researcher as an observer to collect then to compare the data with the researcher's own data.

Investigation triangulation, more than one observer was involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation. In this case, there were the researcher, the collaborator, the observer and the students.

It can be concluded that the aim of triangulation was not only to provide a more balanced picture, but also to explain the result – it supported or not, among each other. In this research, the researcher compared the data collected from the observation checklist, interview transcripts, data questionnaires, and the tests. Furthermore, the mean scores of the data collected were compared.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research aimed at improving students' speaking skill through alternative rock songs at XI IPS 3 of SMA N 1 Pleret in the academic year of 2013/2014. This chapter presents the research findings and discussion. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. Then the second one presents the implementation of the action and discussion. After that, it is followed by the discussion of the research.

#### **A. Research Findings**

The research findings present the description of the reconnaissance and the implementation of using alternative rock songs in the teaching learning process.

##### **1. Reconnaissance**

This section presents the identification of the field problems, the problems to be solved based on the urgency level and feasibility, the actions to solve the problems, and the relationship between the field problems and the actions given.

##### **a. Identification of the Field Problems**

In this step, the researcher identified problems which occurred in the English teaching learning process at XI Grade of SMA N 1 Pleret. He identified problems related to the teaching of speaking. The field problems were collected through the observation, some interviews with the English teacher and some interviews with the students, and pre-test. More than one

data collecting techniques were used to get a broader picture of their speaking problems. To begin with, he did his pre-test to the class.

- 
- R : *Lalu pas ngajar speaking biasanya pake metode apa dek?*  
(What method the teacher used in the teaching learning process?)
- S : *Biasanya sih langsung masuk materi gitu, turs pake power point gitu mas, trus ada lope lope nya di slide, pokoknya meriah lah, tapi kurang enak aja kalau sama ibunya.*  
(Usually the teacher directly went into the theory, she uses power point, but we feel uncomfortable with her)
- R : *Kurang enak nya gimana dek?*  
(Why?)
- S : *Gurunya Cuma duduk aja mas, kan kita juga jadi ngantuk, apalagi kalau udah jam terakhir.*  
(The teacher just sits down, sir. We become sleepy, especially if the lesson is in the end of the school time)

#### Appendix H/Interview 2

- 
- R : *Kalo' gurunya ngajarnya enak nggak dek?*  
(Do you feel comfortable with the teacher?)
- S : *Enak sih enak-enak aja mas, cuma lebih enak sama guru yang dikelas 1 dulu.*  
(Yea..quite so, but the teacher in the X Grade is better)
- R : *Emang gurunya kalau ngajar pakai metode apa dek?*  
(What method the teacher used?)
- S : *Ya' gitu mas, pakai power point yang dikasih gambar-gambar gitu. Tapi kurang nyaman juga mas, kurang santai gimana gitu kelasnya.*  
(She used power point with some pictures, but we just
-

not feel comfortable, sir. We cannot enjoy the lesson)

#### Appendix H/Interview 3

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The interview transcripts above showed that the students did not feel comfortable with the teacher. They got bored and sleepy during the lesson, especially when the lesson occurred in end of the school day. The teacher had use some media like power point and presentation, however, she did not “involved” in the teaching and learning process since she just sit down in her chair while explained the material.

Based on the field note on the Appendix G, there were problems in the teaching and learning process of the class. First, the students tended to keep silent while the teacher gave the explanation about the lesson. In addition, the researcher also did an interview with the English teacher and some students. Second, the students have some difficulties but they were afraid to ask the teacher. The interview transcript was described below.

---

S : *Bingung mas mau ngomong apa, mau tanya ‘ma gurunya juga malu sama bingung mana yang mau di tanyain hla wong éga bisa semua..hehe*

(I just do not know what to say, and I feel shy to ask some questions.)

#### Appendix H/Interview 2

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Another problems also showed by the interview transcripts below.

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R : *Nha speaking kan ada banyak unsurnya dek, kalo menurut adik, sub skill speaking apa yang paling susah?*  
(Grammar, Vocabulary, Pronunciation)

(What is the most difficult sub skills in speaking?)

S : *Kosa kata mas, banyak yang 'ga tau bahasa inggrisnya apa.*

(Vocabulary, sir. there are many words we don't know about)

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#### Appendix H/Interview 3

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R : *Kalo dalam bahasa Inggris, menurut adek mana yang paling sulit?*

(In English, what is most difficult for you?)

S : *Itu mas, pelafalan sama grammar*

(Pronunciation and grammar, sir.)

R : *Emang ibunya ndak pernah ngasi penjelasan pa dek?*

(Didn't the teacher give some explanations?)

S : *Ngasi sih, mas. Tapi kan teorinya banyak banget, jadi kita tetep aja bingung..*

(Yes, she did..but there are so many theories and we keep confuse, sir.)

---

#### Appndix H/ Interview 4

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The interview above showed that the students still had difficulty in pronouncing words. The teacher seldom gave feedback and correction when the students got difficulty or incorrect pronunciation. Consequently, most

students felt that English was a difficult subject and boring subject because it had so many theories.

After doing the class observation, interviewing the English teacher and some students, also got the score of the pre-test, the researcher and the English teacher did discussions about the problems occurred in the class. Based on the discussions, they identified some problems that were found in the field. Those field problems were presented in the table below.

**Table 7: The Field Problems Concerning the English Teaching and Learning Process in XI Grade of SMA N 1 Pleret in the Academic Year of 2013/2014**

No	Problems	Codes
1	The students had difficulties in pronunciation and vocabulary mastery.	S
2	The students were shy and passive to speak English because their self-confidence and motivation were still low.	S
3	The students considered English as a difficult and boring subject, because so many theories there.	S
4	The students had low skill in practicing speaking as they got less chance to practice speaking in the class.	S
5	The students were bored and not interested with the English material.	S
6	Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.	S
7	The teacher just sit down while explaining the material	T
8	The teacher does not ask to the students to practice spoken English.	T
9	The teacher rarely gives feedback to the students.	T
11	The teacher rarely corrects the students' incorrect pronunciation.	T
12	The learning materials were monotonous.	TT
13	The speaking practice was rarely done in the class.	TT
14	The teacher did not use teaching media such as video or audios.	Md

Notes:

T : Teacher                      TT : Teaching Technique  
 S : Student                      Mt : Material  
 Md : Media                      F : Facility

**b. Determining the Field Problems be Solved**

After the field problems were identified, they were weighed based on the urgency level and feasibility. In line with the limitation of the problem presented previously, the problems were focused on the teaching technique and the students. The problems were taken because they affected the students' speaking skill. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their speaking skill. The table below shows the field problems to be solved based on the urgency level and feasibility.

**Table 8: The Field Problems to be Solved Based on the Urgency Level and Feasibility**

No	The Field Problems to Solve Based on the Urgency Level and Feasibility	Codes
1	The students were shy and passive to speak English because their self-confidence and motivation were still low.	S
2	The students had low skill in practicing speaking as they got less chance to practice speaking in the class.	S
3	The students were bored and not interested with the English material.	S
4	Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.	S
5	The teacher does not ask to the students to practice spoken English.	T
6	The learning materials were monotonous.	TT
7	The speaking practice was rarely done in the class.	TT

Notes: S: Student      T: Teacher      TT: Teaching Technique

### c. Determining the Actions to Solve the Problems

After selecting and identifying the most urgent and the most feasible problems to be solved, the researcher and the English teacher worked together to do a pre-requisite analysis. A pre-requisite analysis was conducted to find the relationship between the problems, their causes and possible action to overcome. The following table shows problems, causes and the actions related to the field problems.

**Table 9: Action to Solve the Problems**

No	Problems	Causes	Actions
1	The students had difficulties in pronunciation and vocabulary mastery.	a. The teacher did not give a good pronunciation model to the students. b. The students had limited vocabulary. c. The kinds of vocabularies were not introduced by using interesting media.	Using lyrics of the songs to teach the material by discussed the language in the beginning and followed by some tasks.
2	a. The students were shy and passive to speak English because their self-confidence and motivation were still low.	a. The students were bored and not interested in the teaching and learning process. b. The students were afraid of making mistakes and were laughed at other friends. c. The students had low self-confidence. d. The students had low vocabulary to express their idea. e. The students had low motivation for studying English.	Providing various songs in more interesting way to make more interesting material and made students got more enthusiastic in teaching and learning process.



		f. The learning materials were activities and monotonous.	
	b. The students had low skill in practicing speaking	a. They got less chance to practice speaking in the class. b. The language used was not introduced at first.	Using dialogue from music technique for teaching and learning activities.

Furthermore, the next sub-chapter explained about the activities and the results of the research that was conducted in Cycle 1 and Cycle 2. The process in each cycle was discussed below.

#### **d. The Implementations of the Actions**

After identifying the problems, the researcher and the English teacher formulated some actions to solve the problems. In this process, the researcher implemented some actions in two cycles. There were three procedures implemented in this action, planning the action, action and observing, and doing reflection. The procedure of the action in each cycle was described below.

##### **1. The Report of Pre-Test**

###### **a) Plan**

In this phase, the researcher and the collaborator decided to conduct a test. The students had to perform a dialogue in front of the class with their partner.

### b) The Test

The test was held on February 20<sup>th</sup>, 2014. The researcher acted as the English teacher and the real teacher acted as the collaborator.

In the pre test, the researcher asked the students to create a dialogue with their partner and performed it in front of the class. Most of the students bring their notes when they performed. Some of them even spoke very slow and made the teacher needed extra effort to assess them.

### c) Reflection

The Pre-Test was done as an effort to know how much the students achievement before the implementations of the research. After conducting Pre Test, the data were analyzed from the observation and interviews with the collaborator and some students.

## 2) The Report of Cycle 1

### a. Plan

In this phase, a series of plans were made. The researcher and the collaborator decided to use PPP approach. According to the approach, the teaching and learning process includes Presentation, Practice and Production. The time allocation for each meeting was 45 minutes x 2. The meetings were different in terms of topics and materials.

The researcher and the collaborator planned to present material expressing sadness. At the end of the course, students should be able to express and respon about sadness.

The detail information of the lesson plan and the handouts were in Appendix B. The researcher planned to use a laptop, a speaker and power points as the learning kits.

b. Actions and Observation

**1) Meeting 1**

The first meeting was held on February 24<sup>th</sup>, 2014. The researcher acted as the English teacher and the real teacher acted as the collaborator. Meanwhile, there was an observer to observe the teaching and learning process and took some pictures and video. At 08.30, the researcher, the collaborator and the observer entered the classroom. He introduced herself and called the roles. At that time, he found that some students were absent because two of three students rehearsal for participating a sport competition and the other one was sick. After that, he told the learning objective to the class.

The first activity was eliciting some questions from the students. Some students tried to answer the question, their enthusiasm was better than the previous meeting. The teacher showed some pictures and elicited some more questions from the students. Then the teacher told the topic of learning today, it was expressing sadness.

First, the teacher showed a lyric from a song in front of the class, then he played a song from Richard Marx with the title was Right Here Waiting for You that was covered in Rock Genre but he showed the lyric before. The students were paying attention to the song while they were watching the video. Then the teacher discussed the song again with the students.

Afterwards, the teacher asked the students how to express sadness. Some students make some funny sound related to the answer and the class was laughing. Then the teacher showed some expression related to the sadness and the students tried to read it and some of them asked the teacher if they found some unknown expression.

As their final task, the students were asked to create a dialogue based on the song they had listened to. Unfortunately, due to some reasons, the class time was cut and the lesson had to dismiss earlier. The teacher closed the lesson today by the class leader with prayer.

## **2) Meeting 2**

The teacher began the lesson by the leader with prayer then recalled the previous topic and discuss with the students. As the students had not finished the task since the class had to dismiss

earlier before, the students asked the teacher to replay the song while they continued to finish the task.

Thirty minutes before the class over, the teacher asked the students to practice the dialogue in front of the class. In this step the situation was not control well. Since the lesson was last the two hours of school today, the students started to get crowded. The teacher asked them to keep silent and pay attention to their friend who practiced in front of the class. When the time was almost over, the situation was more uncontrolled. It made the teacher was a little bit difficult to assess the performance. Fortunately, all the students had their chance today.

The overall activity in first meeting run as not well as planned. The students did not pay attention to their friend. They had some confusion in making the dialogue based on the song. In addition, the researcher often asked them about their difficulties related to the materials.

#### c. Reflection

Cycle 1 was done as an effort to improve class XI IPS 3 students' speaking skill. After conducting Cycle 1, the researcher made some reflections. The data were analyzed from the observation and interviews with the collaborator and some students. There were successful and unsuccessful actions in the Cycle 1.

The students' involvement in speaking activity increased and there had been some improvement from the using of music in the pre-test to the next practice in the post-test in Cycle 1. It could be seen from the interview transcript below.

Indeed, in the post test, the students brought some notes. They said that they were not confident in speaking English without bringing any notes. It could be seen from the figure and the interview result below.

---

*R Oo gitu..eh tapi kok tadi pas maju scriptnya dibawa dek?  
Belum hapal atau gimana?*

*(Why did you bring your script in the performance?)*

*S Kalo hapal sih hapal mas,tapi gimana yaa..kayak ada yang kurang gitu kalo ega bawa catetan,jadi agak grogi gimana gitu hehe..*

*(I just not confident, sir, without the script.)*

*Appendix H/Interview 6*

---



**Figure 3: The students play the dialogue in the 1<sup>st</sup> cycle.**

In the post test, the students played a dialogue in pairs. However, some of them did not bring any notes when they were performs.

In the Cycle 1, the students' fluency and accuracy improved during teaching and learning process. Initially, they had some problems in the pre-test such as they did not speak fluently; they spoke rather slowly and had some hesitantly. In the post-test 1 they spoke better than the pre-test. It could be seen from the transcript interview below.

---

**R** : *Kalo waktu majunya tadi masih bingung nggak sama ekspresinya?*

(Do you still have confusion with the expression?)

**S** : *Uda lumayan bias memahami mas, tapi yaa pelan-pelan..Cuma udah ega sebingung pas pertemuan kemarin itu.*

(I get more understand than before, not like the previous meeting, sir.)

---

#### *Appendix H/ Interview 7*

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In addition, the improvement made by the students, both the collaborator and the students benefited from the implementation of using music. It could be seen from the interview transcripts below.

---

**R** : *Masukan yang bagus sekali itu bro, untuk yang cycle selanjutnya saya carikan materi yang lebih mudah untuk dimengerti dan lebih menarik. Tapi kalau dibandingkan dengan pre-test kemarin bagaimana bro?*

(Good idea, bro,I'll find another material that is more understandable and more interesting. But, if you could compare with the pre-test, what is your opinion?)

**C** : *Jelas lebih baik yang ini bro,walaupun hanya terlihat*

---

---

*sedikit tapi sedikitnya sudah menunjukkan ada improvisasi.*

(I am clearly see that today is better instead of there were only some little improvisation.)

*Appendix H/ Interview 4*

---

Furthermore, some students expressed their feelings related to the teaching learning process in Cycle 1. They said that the activities in Cycle 1 were fun and interesting. Some students also said that by doing the acitivty they felt more confident and braver to speak and to practice English. The interview transcripts below also supported the statements.

---

*R Menurut kamu, bagaimana pendapat kamu tentang penggunaan musik untuk pembelajaran speaking di kelas ini?*

*(What do you think about the using of song in speaking lesson?)*

*S Asik mas, ega cuma pakai buku aja kayak biasanya, lebih santé juga..hehe..*

*(Interesting, sir. No book likes as usual and I felt more enjoy.)*

*Appendix H/ Interview 6*

---

Overall, the research was done well. There were improvements in all of the indicators. However, the researcher repeated the cycle to convinced that the improvements were valid or not. In addition, there still had some problems that found in the Cycle 1. It could be seen in the interview transcripts below.



---

*R*      *Oiya bu..kalau menurut ibu selama penelitian tadi apakah ada kendala waktu saya mengimplementasikan metode saya?*

(Do you think there were some problems during my implementation?)

*T*      *Kalau saya melihat memang masih ada kekurangan mas, tadi masih ada beberapa anak yang bingung, setelah mendengar lagu tadi kan diminta untuk membuat dialog berdasarkan lagu, mereka itu bingung mau digimanain dialognya, terus ada beberapa yang bertanya kepada saya juga tadi.*

(There were some students got confused when they were asked to make a dialogue based on the song, also, there were some students who asked me in the process.)

#### *Appendix H/ Interview 5*

---

From the interview transcripts above, it could be said that the students still low motivation in the teaching learning process. They also had some confusion in the song. Based on the discussion with the Collaborator, it was concluded that the students needed more interesting material. The interview transcripts with the collaborator and interviewee could be seen below.

---

*R*      : *Gimana tanggapan Mr Afif terkait dengan aktifitas using rock music yang saya terapkan pada Cycle 1 ini ?*

(What do you think about the implementation in this first cycle?)

*C*      : *Sebenarnya sudah cukup menarik, tapi kalau saya lihat dari pas tadi di kelas anak-anak kurang begitu antusias, apalagi pas udah mau jam pulang tadi, jadi tambah rame juga.*

---

---

(Actually, it was quite interesting, but the students seem to be bored and they were noisy when the lesson almost over.)

---

*C : Oiya..saya ada sedikit masukan ini bro,tadi waktu mereka mulai membikin percakapan yang didasarkan pada yang diputar sebagian bingung bagaimana mau memulai dialognya, tadi ada yang Tanya pada saya juga disuruh gimana dialognya,mungkin untuk penilaian yang selanjutnya bias memilih video dan lagu yang lebih enak dan lebih mudah dipahami begitu..*

(I had some suggestions, when the students were making a dialogue based on the songs, some of them got confused, maybe if you could find more interesting songs with easy listening.)

*Appendix H/ Interview 4*

---

*R Menurut kamu, apakah ada kesulitan atau hambatan yang kamu temui ketika menggunakan lagu dalam mempelajari speaking?*

(What difficulties did you have when using a song in the lesson?)

*S Susahnya pas disuruh bikin dialog kayak kemarin itu mas, pas diminta berdasarkan lagu sama video yang diputar itu, kan kita sempat bingung gimana mau mulainya,tapi kalo pas nyusun dialognya kita enak-enak aja mas.*

(I had difficulties when you asked us to create a dialogue based on the song, we were confuse when starting the dialogue.)

*Appendix H/ Interview 6*

---

#### d. Summary of Cycle 1

Based on the explanation above, there were some successful and unsuccessful actions faced during Cycle 1. There were some of the successful actions such as, the students could be speaking better and they vocabulary increased. Furthermore, the unsuccessful actions such as, the students still felt had a little bit low motivation and the confusion with the song. Based on the description, the researcher and the collaborator decided to conduct Cycle 2 to make convincing the improvements were valid or not. For the next cycle, the researcher and the collaborator planned to teach “How to Express Love” topic with different and more interesting songs.

### 3) The Report of Cycle 2

The cycle 2 was carried out in the steps. They were plan, action and observation, and reflection. First of all the researcher and the collaborator planned some actions which were applied in the action stage. Next they put the plan into action. While undertaking the action, both of them observed the class situation. Finally, they made reflections on the teaching learning process conducted in the second cycle. The following descriptions describe the detail information about the report of Cycle 2.

#### a. Plan

In line with the reflection on the implementation of the actions on the first cycle, it was found that all of the problems were not completely solved.

There were all the aspects of speaking repeating once more in the Cycle 2. As a further action, the researcher and the collaborator designed some plans actions. They decided to make some changes on the actions which were applied on the previous cycle. In addition, they added some new actions in order to solve the problems.

In connection with the findings in the first cycle, the students had some confusion in understanding the song and related to their dialogue and they looked bored in the middle of the lesson. To solve the problems, the researcher and the collaborator planned to change the material and the songs.

In Cycle 2, the researcher and the collaborator determined to apply some successful activities as carried out in Cycle 1. Practicing the dialogue and listening and pronounce some expressions were still given, because the actions proved that it could improve students' vocabulary and fluency. In addition, the researcher was set-up the speaker to make it run well. Then, at the end of the class, the researcher gave the handout to the students to help them repeated the material in the home. After that, the next meeting they could prepare their performance for the post-test 2. The detailed information about the planning for the third and four meeting are presented as follow.

### **1) Meeting 3 (Expressing Love)**

The researcher and the collaborator planned to give material about expressing love. At the end of the class, the students were given several activities. First of all the teacher showed a lyric of a song to the students and

asked them to read it. Then the teacher discussed the song with the students, including the topic and the key words. Next, the teacher played a song and asked the students to pay attention to the music. He played the songs twice. The teacher then asked the elements of the song based on the topic today. Then he showed some expressions related to express love then asked the students to look at them. Afterwards, the teacher gave an example of dialogue related to the topic and asked two students to practice the dialogue. To make the situation more interesting, the teacher asked a male student and a female student.

The last stage and the production step were faced in the end of the meeting, and it was to be a post-test 2. The detailed about lesson plan and handouts are presented in Appendix B.

## **2) Meeting 4**

In this meeting, the researcher continued the previous lesson. He recalls the previous topic by eliciting some question from the students. As today and the last stage was post-test, the teacher asked the students to make a dialogue with their partner based on the songs.

### **b. Action and Observation**

The action stage of Cycle 2 was carried out in one meeting. The detail description of the teaching learning process was presented as follows.

### 1) 3<sup>rd</sup> Meeting & 4<sup>th</sup> Meeting (Expressing Love)

The third meeting was held on March 3<sup>rd</sup>, 2014. The researcher acted as the teacher. The real English teacher acted as the collaborator. While the teacher was teaching speaking, the collaborator sat at the back row of the class and observer observed the classroom interaction and situation.

The class started by saying a prayer. To begin with, the teacher greeted them and asked them who was absent. The teacher made small talk with them. The enthusiasm of the students to join with the teaching learning process was high. It indicated from the field note below.

*Ketika akan membuka pelajaran ada siswa yang bertanya, "hari ini kita mau ndengerin lagu lagi kan mas?"*

(When the teacher was about to open the lesson today, one of the students asked, "we were going to listen to a song again, right, sir?")

**Appendix G, Field Note 8**

The researcher suggested the students to try speak in English though they were still making a mistake. The teacher eliciting them by gave some questions related to the topic.

*Ketika guru menanyakan, How are you today? Semua kembali serempak menjawab, Fine, thank you, and you?". Dan ketika guru menanyakan "Did you study last night?" S menjawab, "No, sir". Dan guru pun menanyakan kembali, "Why?" S pun menjawab "Because I am sleeping, sir." Guru pun kembali menjawab sambil membenarkan, "So, you didn't study because you were sleeping."*

*Appendix G*

From the field notes above, it can be seen that the students tried to speak English. They were enthusiastic to join with the teaching learning process. The teacher gave information about the topic today. That was how to express love.

After that, the teacher showed pieces of picture. He asked the students look at the picture carefully. In the practice activity, the teacher gave them a dialogue for each of them. The teacher asked the students to learn the dialogue carefully then he chose randomly to practice the dialogue. The teacher continued the lesson with asking to the students, the expressions that were used to express love. The students answer the teacher question as the field note below.

As final task and the test, the students were asked to create a dialogue like the previous cycle; however, they were not confused like the previous cycle. Some of them even tried to find the lyric in by using their gadget. This fact can be proved by the field notes below:

*Banyak siswa yang menggunakan gadgetnya untuk mencari lirik lagu yang diperdengarkan, kebanyakan dari mereka penasaran dengan lagu tersebut....*

*(There are some students were using their gadget to search the song's lyric, they were anxious with the song..)*

**Appendix X, Field Notes 8**

At 13.30, the teacher gave announcement that the meeting was the last meeting and the dialog was a post-test 2. The researcher closed the meeting by a prayer.

c. Reflection

In Cycle 2, some actions were revised to improve the students' speaking skill and to solve their difficulties. The unsuccessful actions in Cycle 1 were revised to make the action as well as planned. In this cycle, the researcher did not find significant problems. To begin with, data from field notes, interview transcripts and photos were compared. After that, the researcher and the collaborator shared their opinions, evaluations and judgments on the actions given. Then they drew conclusions about the effectiveness of the actions given. The descriptions below described the effective actions and the ineffective actions implemented in Cycle 2.

Using another song was an effective way to improve students' enthusiasm in the teaching learning process.

The students' focus was on the teaching learning process. They were enjoy and enthusiasm when accepted the material. They also were not confused anymore in understanding the songs. It was exemplified on the following interview transcripts.

- 
- R : *Berarti udah ega bingung lagi kan dengan lagunya?*  
(So,you are no longer get confuse with the song, right?)
- S : *Udah enggak mas,apalagi kalau dibandingkan sama lagu yang sebelumnya,lebih enak yang tadi ini.*  
(No,sir,especially when I compare to the previous song)



---

R : *Kemajuan apa saja yang kamu rasakan setelah mengikuti kelas speaking dengan menggunakan lagu seperti sekarang ini?*

(What advantages that you feel after followed my class?)

S : *Lebih enjoy aja mas dalam ngikuti pelajaran, selain itu juga mau ngomong udah enggak ragu lagi, mau salah juga ga' masalah.*

(I feel more enjoy in following the meson, sir. I also don't have hesitate anymore to say in English)

---

#### Appendix H/ Interview 9

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From the interview transcripts above, it was indicated if they did not feel boring join the teaching learning process.

In tCycle 2, the English teacher and the students got more benefits from the implementation of using alternative rock songs. The students felt more enjoy and confident to speak in English. Then, they had high motivation to speak in English.

Moreover, there were some benefits argued by some students. The students became more confident to speak with their friend. Then, they also lost their fears because they felt enjoy and free to speak-up. The interview transcripts below support the statements.

---

R : *Kemajuan apa saja yang kamu rasakan setelah mengikuti kelas speaking dengan menggunakan lagu seperti sekarang ini?*

(What advantage did you feel after following my class?)

S : *Lebih enjoy aja mas dalam ngikuti pelajaran, selain itu juga mau ngomong udah enggak ragu lagi, mau salah juga*

---

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*ga' masalah.*

(I felt more enjoy, sir, I am also not afraid to say in English.)

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Appendix H/ Interview 9

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In the Cycle 2, the teacher also delivered some guided exercises to the students to make them more understand about the situation to be played with their friends. In the previous cycle, the students listened to the teacher's explanation.

The activities in Cycle 2 were so much fun. In this cycle, the teacher used very interesting topic that was expressing love. He chose it because the topic will be happened in everyone's life, especially to the students. When practicing the dialogue, the students were allowed to use any properties and body language.



**Figure 4: The students played a dialogue in the post action 2.**

d. Summary of Cycle 2

Based on the explanation above, those were some successful actions during Cycle 2. At last, the researcher did not find any difficulties in implementation of using alternative rock songs in Cycle 2. Generally, the

researcher could deliver the materials while the students could follow the practices of easily and felt enjoy in the teaching learning process. The results indicated that the students' speaking skills were improved than before. Therefore, the researcher, the collaborator and the observer decided not to continue the cycle, as the improvements were considered sufficient. There were improvements in the Cycle 2, it indicated that the action were succeeded.

## **2. The Result of the Pre-Test, Post-Test 1 and Post-Test 2**

The researcher conducted pre-test and post-test to get a broader picture of the students' speaking skill. The pre-test was given at the beginning of the research. The students were asked to a dialog in front of the class in in a pair. The topic was Expressing Anger (The detailed of the pre-test tasks in the handouts, Appendix B). Their performances were scored into four categories including fluency, pronunciation, vocabulary and accuracy. Each of the categories was labeled 1 to 10. The detailed scoring rubric of the assessment can be seen on the Appendix E. Having collecting data of pre-test, the scores were processed with Microsoft Excel Program. It was done to see the mean score of the pre-test. The table below showed the mean score of the pre-test.

**Table 10: The Mean Score of the Pre-Test**

<b>Aspects</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>	<b>Accuracy</b>
Mean	5.94	5.98	6.01	5.87

The table above shows that the mean score of aspect fluency in the first cycle was 5.94. Then the mean score of pronunciation aspect in the first cycle was 5.98 and 6.01 for the vocabulary aspect. The mean score of the accuracy aspect was 5.87.

Then, the students were given a test at the second meeting or the last of the Cycle 1. Their performances were used as the Post-Test 1. Both the researcher and the collaborator gave scores for their performances. The mean score of the students' fluency aspect was 6.9, then for the pronunciation aspect was 6.96, and the mean score of the vocabulary aspect was 6.88 and the last was 6.98 for the accuracy aspect. The result of the Post-Test 1 was on the table below.

**Table 11: The Mean Score of the Post-Test 1**

Aspects	Fluency	Pronunciation	Vocabulary	Accuracy
Mean	6.9	6.96	6.88	6.98

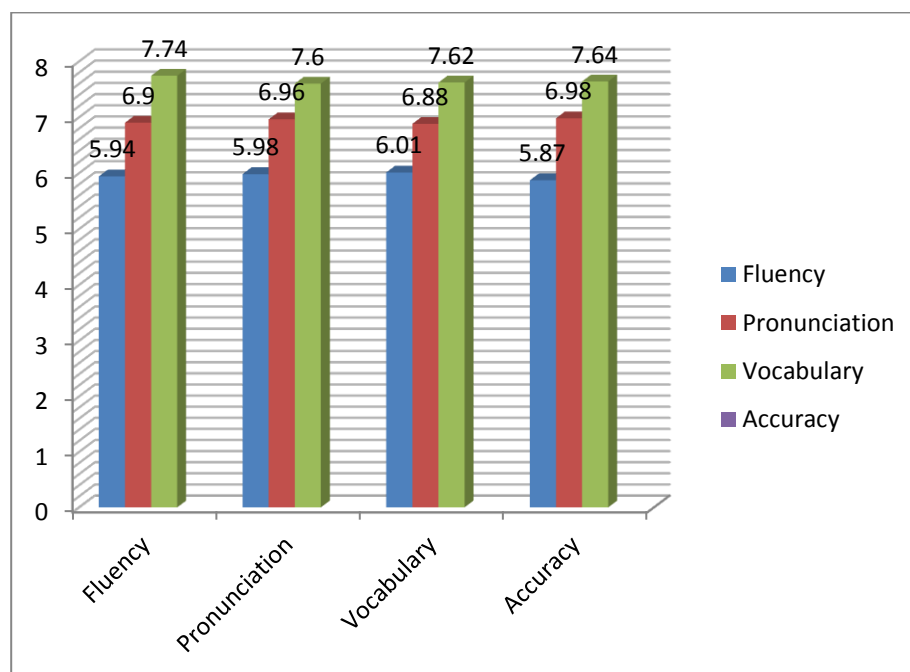
In addition, the students were given the Post-Test 2. It was given at the end of the Cycle 2. Their performances were scored by the researcher and the collaborator.

**Table 12: The Mean Score of the Post-Test 2**

Aspects	Fluency	Pronunciation	Vocabulary	Accuracy
Mean	7.74	7.6	7.64	7.62

The mean score of fluency in the post-test 1 and the post-test 2 were higher than the pre-test students' mean score. There was improvement from 5.94 to 6.9 and 7.74. After that, the mean score of pronunciation in the post-

test 1 and the post-test 2 were higher than the pre-test students' mean score. There was improvement from 5.98 to 6.96 and 7.6. Then for the vocabulary aspect, there was improvement from 6.01 for the students' mean score pre-test then improved to 6.88 for the post-test 1 and 7.64 for the post-test 2. There were improvements too in the accuracy aspect, that the students' mean score for pre-test from 5.87 to 6.98 for post-test 1 and 7.62 for post-test 2. The chart below presented the comparison of the mean of the pre-test, post-test 1 and post-test 2



**Figure 5: The Chart of comparison of the mean score among the tests**

### 3. Categorization of the Pre-Test, Post-Test 1, and Post-Test 2

#### a. Categorization of Post-Test 1

The report of cycle one were clearly represented by quantitative and qualitative data. Quantitative data consisted of numerical results. Otherwise, qualitative data consisted of *trustworthiness* (*credibility, dependability, transferability, and catalytic authenticity*).

In determining the thematic concern on the reconnaissance, researcher used interview transcript and field notes represented to the credibility of the questionnaire.

The researcher also gave a test to know the prior ability in speaking comprehension before the action done, which consists of a task that must be done by the students. The researcher and collaborators did the reflection toward the result of listening score before action. This formula to categorize the students' score was:

**Table 13. The Formula of Categorization**

High	: $X \geq M_i + SD_i$
Fair	: $M_i - SD_i \leq X < M_i + SD_i$
Low	: $M < M_i - SD_i$

The following table was the result of the test on the pre action:

**Table 14: The Students' Speaking Score in the Pre-action**

Score	Frequency	Percentage	Category
$X \geq 6.55$	2	8%	High
$5.38 \geq X < 6.55$	19	76%	Fair
$X < 5.38$	4	16%	Low
Mean	5.96		
Standard Deviation	0.59		

From the table above, it was found that the students' speaking score before action was categorized to high 2 students (8 %), fair 19 students (76% ), and low 4 students (16%). In conclusion, the student's score in pre-action was categorized fair (76%).

Then, the researcher combined the collected data in observation and the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The results of planning, action and observation were clearly stated in report of cycle one. After that, the Post-test 1 were given to the students. Then, the researcher got the reflection of cycle one. From the Post-test 1, the researcher collected the data. The results of the data were *the lowest score = 6.5, the highest score = 8.125, mean=6.93, and standard deviation = 0.35*. The following table is the result of the test on the Post-test 1:

**Table 15: The Students' Speaking Score in the Post-action 1**

Score	Frequency	Percentage	Category
$X \geq 7.28$	1	4 %	High
$6.58 \geq X < 7.28$	21	84 %	Fair
$X < 6.58$	3	12 %	Low
Mean	6.93		
Standard Deviation	0.35		

From the table above, it was found that the students' speaking score after action was categorized to high 1 students (4 %), fair 21 students (84% ), and low 3 students (12%). In conclusion, the student's score in pre-action was categorized fair (84%). There was an improvement of the student's score in cycle one, but it did not significantly improve. It can be shown from the categorization of fair which just improved (8%). Therefore, the researcher decided to conduct cycle 2.

#### **b. Categorization of Post-Test 2**

The researcher combined the collected data in observation and used the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The results of planning, action and observation were clearly stated in report of cycle two. Based on the observation was done in Cycle II, the researcher did not find significant problems. The students had good motivation in the speaking process. They enjoyed the use of alternative rock songs. Most of students were actively involved in teaching learning process. They did the task seriously.

After implementing Cycle 2, the researcher found there was improvement on students' result. Then, the researcher got the reflection of cycle two. From the Post-test 2, the researcher collected the data. The results of the data were *the lowest score = 7.38, the highest score = 8.5, mean=7.73, and standard deviation = 0.26.*

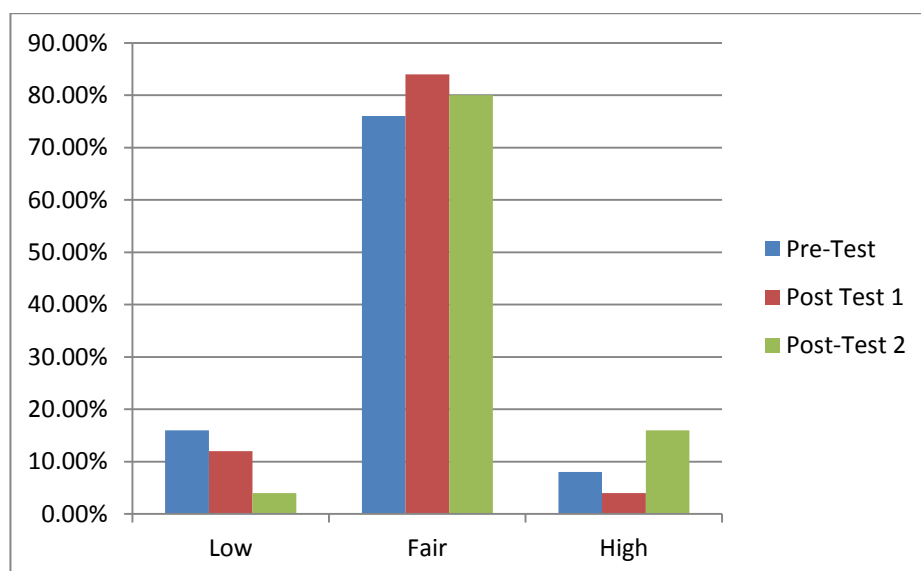


The following table is the result of the test on the Post-test 1:

**Table 16: The Students' Speaking Score in the Post-Test 2**

Score	Frequency	Percentage	Category
$X \geq 7.98$	4	16%	High
$7.47 \geq X < 7.98$	20	80%	Fair
$X < 7.47$	1	4%	Low
Mean	7.73		
Standard Deviation	0.26		

From the table above, it was found that the students' speaking score after action was categorized to high 2 students (8 %), fair 19 students (76% ), and low 4 students (16 %). In conclusion, the student's score in Post-action 2 was categorized fair (80%). The improvement was in the category of high, which is higher (16%) than in post-test 1 (4%), however, there was no significant improvement from the category of fair in post-test 2 than in post-test 1. The graphic below shows the equivalent between pre-test, post-test, and post-test 2.



**Figure 6 : Students' Pre Test, Post tes 1, and Post Test 2**

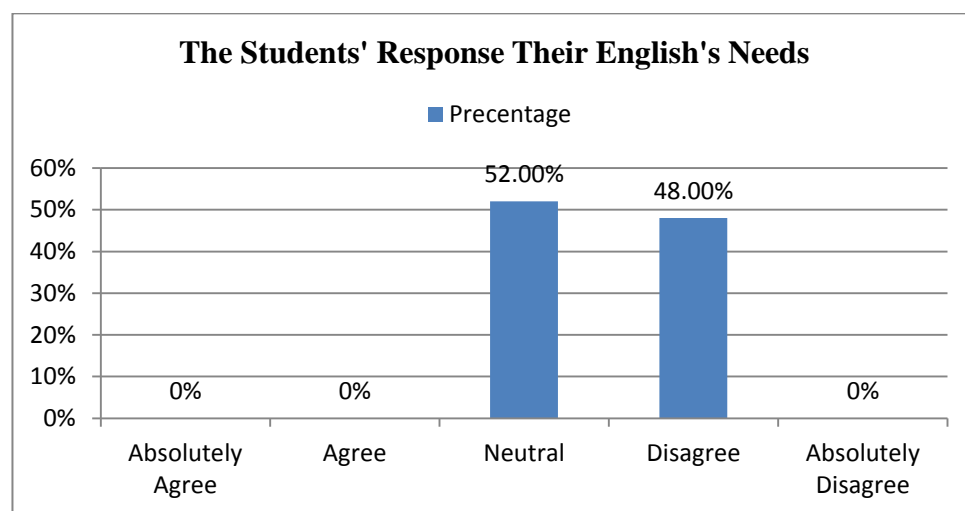
#### 4. The Result of the Questionnaire of the Students' Responses in Speaking through Alternative Rock Songs

After the teaching actions have been implemented, the researcher gave questionnaire to the students. The questionnaire was about the students' response in speaking through alternative rock songs.

##### a. Before The Implementation

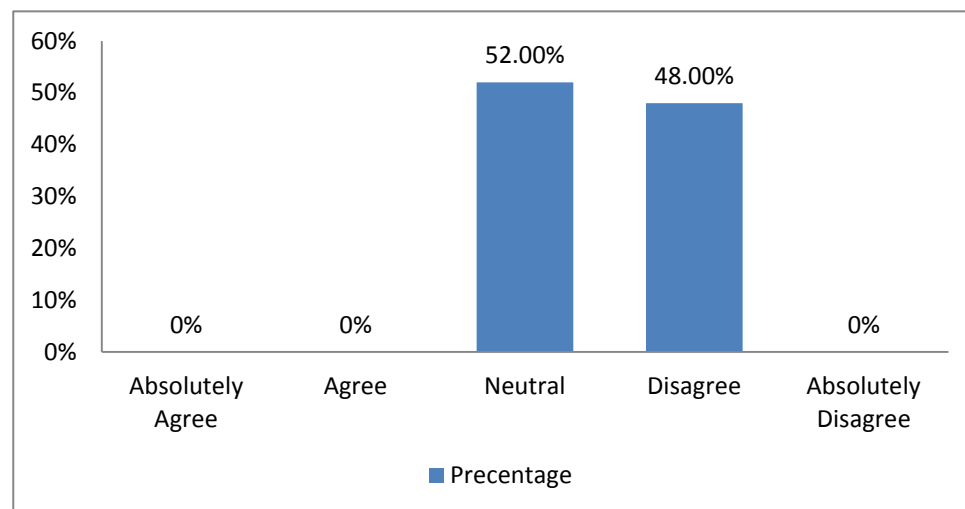
##### 1) Students' feeling toward speaking activities before the Implementation

Before the implementation of using alternative rock songs, the students felt their need of English have not enough. This can be seen by the result from the questionnaire, whereas 13 (52%) students disagree that their need of English have fulfilled, while the others 12 (48%). To make the data clearer, the researcher presented the data in the following chart.



**Figure 7 : Students' response toward their English needs**

Other materials of speaking also rarely used during the speaking activities before the implementation, as 23 students (92%) chose “disagree” and 2 students (8%) chose “neutral”. The chart below represents the data.



**Figure 8 : Students’ response toward speaking activity**

The transcript interview below supports the statement,

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R : Lalu pas ngajar speaking biasanya pake metode apa dek?

*(What method the teacher used in teaching speaking?)*

S : Biasanya sih langsung masuk materi gitu, turs pake power point gitu mas, trus ada *lope lope* nya di slide, pokoknya meriah lah, tapi kurang enak aja kalau sama ibunya.

*(Usually the teacher direct to the materials, she used power point presentation and with some accessories, but we did not feel comfortable with the teacher.)*

Appendix H/ Interview 3

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From the statement above, it could be seen that the teacher directly through the materials and the students feeling uncomfortable with the teacher.

## 2) Students' Ability before The Implementation

Most of the students feel shy to speak English before the implementation. In the first cycle, when the teacher asked the students about the topic, some of the students tried to answer, however, their sounds was quite low, and some of them seemed want to say something, but they afraid to talk. The questionnaire result showed that 12 students (48%) were on Neutral, 5 students (20%) were on Agree, while only 8 students (32%) were on disagree, the details of the result can be seen in the table below.

**Table 17 : The Result of Questionnaire before implementing the actions 1**

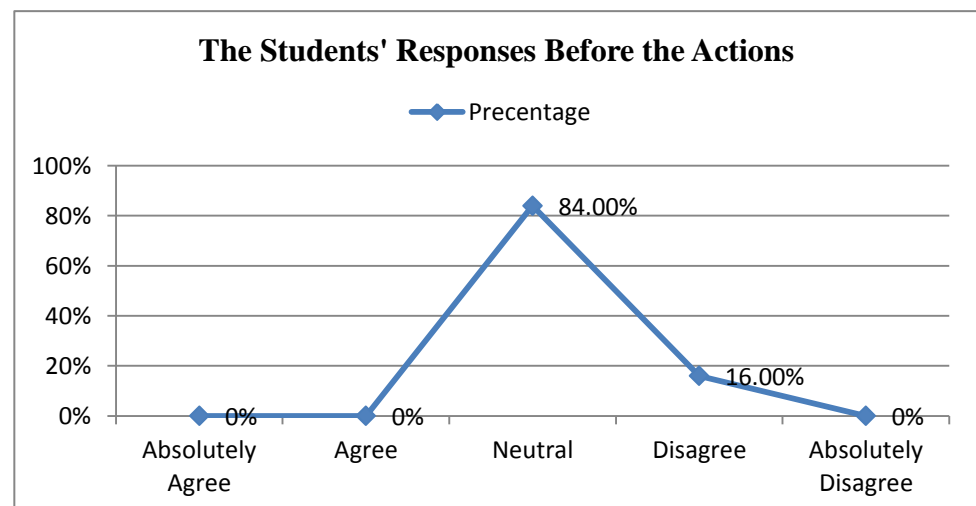
Pernyataan	Analysis
Saya sering ragu-ragu dalam berucap Bahasa Inggris, karena takut salah,	Disagree : 8 Neutral : 12 Agree : 5

Overall, from the questionnaire toward the students' response in speaking through Alternative Rock Songs, there were 21 students on the Neutral (N), 4 students on Disagree (TS), and no student on the others. The detailed of the result can be seen on the table below.

**Table 18: The Result of Questionnaire before implementing the actions 2**

Score	Frequency	Percentage	Category
29-35	0	0%	Absolutely Agree
22-28	0	0%	Agree
15-21	21	84%	Neutral
8-14	4	16%	Disagree
1-7	0	0%	Absolutely Disagree

To make the data clearer, the researcher presented the data in the following chart.



**Figure 9 : Students' Responses before the Actions**

From the data above, it can be summarized that most of the students are neutral with the teaching learning process before using alternative rock songs.

**b. Students' feeling toward speaking activities during the implementation**

During the implementation, students' enthusiasm in following the lesson increased. The media provided by the researcher made the students

interesting and they got more enthusiastic in joining the lesson. To make the data clearer, the researcher presents data in the table below

**Table 19 : Questionnaire Result of students' feeling during the implementation**

<b>Purposes of the Questionnaire</b>	<b>Pernyataan</b>	<b>Analysis</b>
Students' feeling toward speaking activities during using Alternative rock songs.	Pembelajaran <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini sangat menarik bagi saya.	Neutral : 3 Agree : 19 Absolutely Agree : 3

The table above showed that 19 students (76%) were on the Agree, 3 students (12%) on Absolutely Agree, and only 3 students (12%) on Neutral. From this result, it can be summarized that the use of Alternative Rock Songs as a media is quite interesting. The interview transcript below presented the students' enthusiasm of the implementation.

---

**S** : Asik mas, ega cuma pakai buku aja kayak biasanya, lebih santé juga..hehe..

*(It was really interesting, sir, we did not use the book like as usual, and we felt more relax.)*

Appendix H/Interview 3

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**S** : Keren mas, kebetulan aku juga suka ndengerin lagu bahasa inggris, jadi asik-asik aja ngikutinnya hehe..

---

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*(Cool, sir, fortunately, I also like to listen to English songs, so I felt enjoy following your lesson.)*

Appendix H/ Interview 4

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The teacher also stated the media was interesting for the students as in the interview transcript below.

---

T : ..kalau menurut saya materinya udah lumayan menarik itu mas..

*(I thought the material was quite interesting..)*

Appendix H/Interview 5

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Furthermore, the use of alternative rock songs had fulfilled the students' needs. To make data clearer, the researcher presents the tables below to compare the students' condition before and after the implementation.

**Table 20 : Questionnaire Result of students' condition after the action**

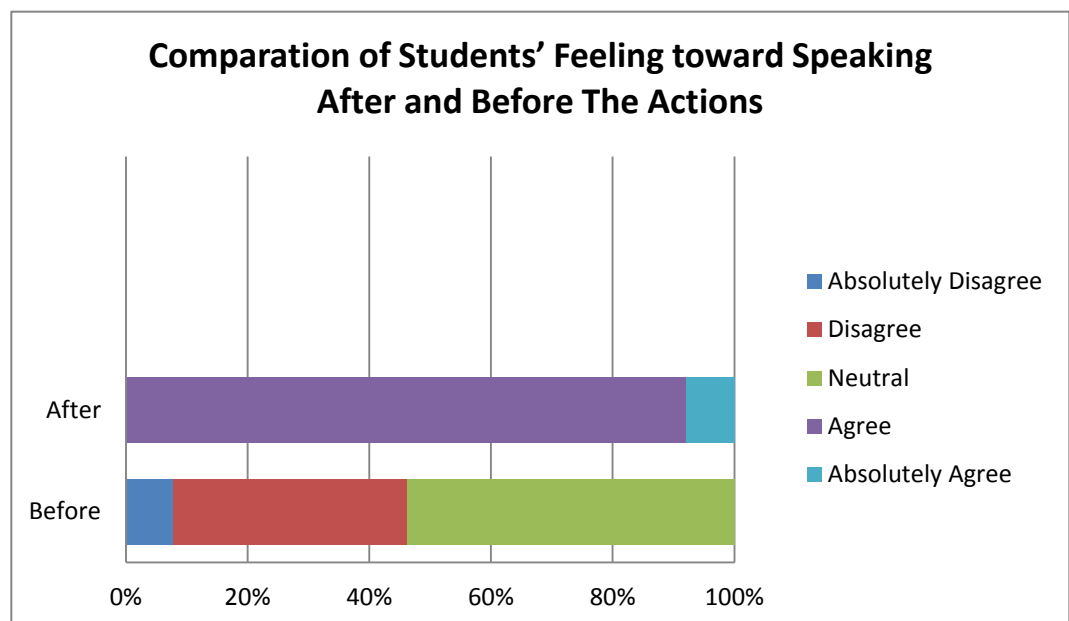
Pernyataan	Analysis
Aktifitas speaking dengan menggunakan Lagu Rock Alternative yang dilakukan peneliti dapat memberikan wadah yang cukup untuk praktek <i>speaking</i> saya.	Agree : 23 Absolutely Agree : 2

Compared to the table below.

**Table 21 : Questionnaire Result of students' condition before the action**

Pembelajaran Bahasa Inggris selama kelas XI, cukup memberikan wadah untuk praktek <i>speaking</i> .	Absolutely Disagree : 1 Disagree : 10 Neutral : 14
-----------------------------------------------------------------------------------------------------	----------------------------------------------------------

From those tables above, it can be seen that before the actions 10 students (40%) were on disagree, 14 students (56%) were on Neutral, and 1 student (4%) was on Absolutely Disagree. Most of the students voted on Neutral while some other more were on Disagree. The Reseacher presented the chart below to compare the students' condition before and after the action.



**Figure 10 : Students' Feeling toward Speaking During the Action**

### **c. After The Implementation**

#### **1) Students' feeling toward speaking activities after the Implementation**

The students felt comfortable after the implementation of using alternative rock songs in the class, they enjoyed the lesson. The transcript below supports the statement.



---

S : *Enaknya lebih enjoy mas, apalagi yang mas pake tadi lagunya enak buat didenger.*

(We enjoyed the lesson sir, and the song used was easy listening.)

Appendix H/Interview 8

---

The teacher also stated that the use of alternative rock songs made the students got more enthusiastic in following the lesson as can be seen in the interview transcript below.

---

T : Kalau menurut saya mereka kelihatan lebih antusias mas, selain itu juga waktu kegiatan pembelajaran pada mau memperhatikan juga, *ndak* ada yang ngomong sendiri, mungkin ada satu dua, tetapi habis itu juga mereka mau mendengarkan.

*(In my opinion the students looked more enthusiastic during the lesson, only one or two students talked with their friend but they followed the lesson after.)*

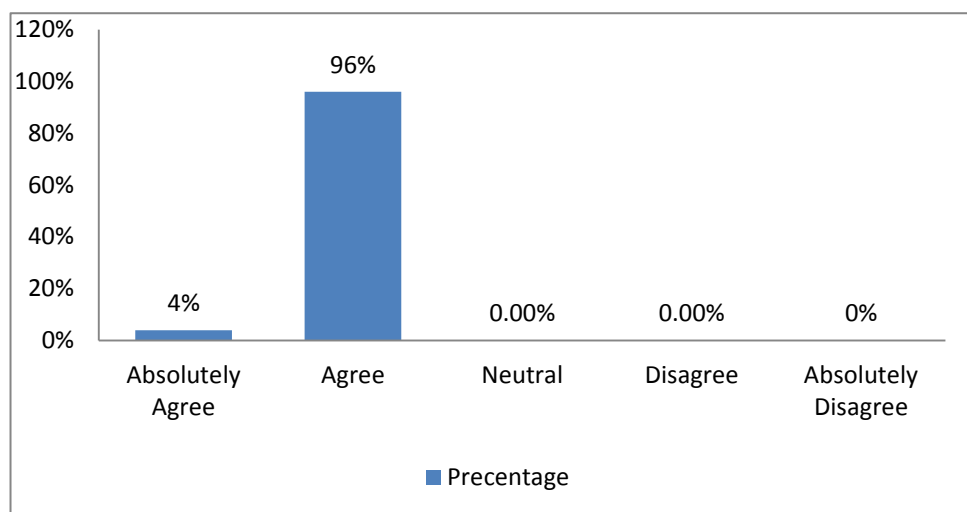
Appendix H/ Interview 6

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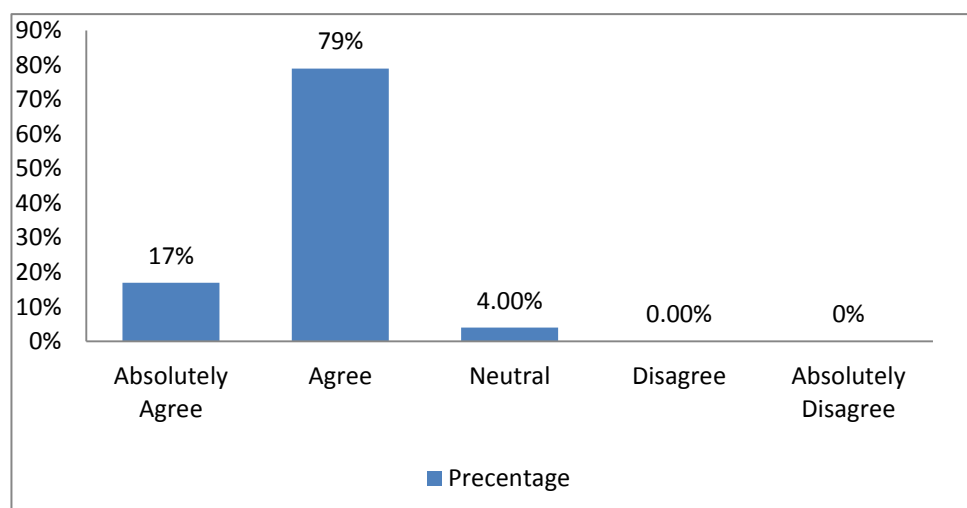
Furthermore, the implementation of using alternative rock songs can improve the students' motivation. To make data clearer, the researcher presents the result of questionnaire below.

## 2) Students' ability in speaking after the implementation

After the implementation, the students' understanding of English was improved, and also their vocabulary and pronunciation. Based on the students' response in speaking through alternative rock songs, there were 79% on the Agree, then 17% on Absolutely Agree, and 4% on Neutral. To make data clearer, the researcher presents in the figure below.



**Figure 11 : Students' feeling toward speaking after implementation**



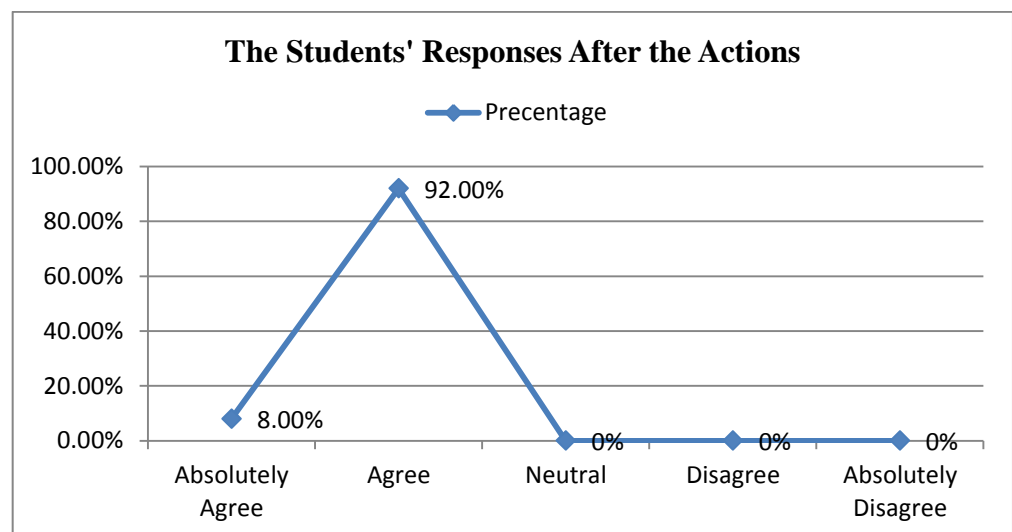
**Figure 12 : Students Ability After The Implementation**

Overall, based on the students' response in speaking through alternative rock songs, there were 23 students on the Agree, then 2 students were on Absolutely Agree, and no student on the others categories. The result can be seen on the table below.

**Table 22: The Result of Questionnaire after implementing the actions**

Score	Frequency	Percentage	Category
65-80	2	8%	Absolutely Agree
49-64	23	92%	Agree
33-48	0	0%	Neutral
17-32	0	0%	Disagree
1-16	0	0%	Absolutely Disagree

To make the data clearer, the researcher presents the data in the following chart.



**Figure 13: The Chart of Questionnaire Result 2**

The result of the questionnaire above showed that almost of the students were responding agree in speaking through alternative rock songs. The data above strengthened the fact that indicated that the students'

speaking skills were improved. In addition, it was proved that there were not any hesitantly about the result of the actions.

## **B. Discussions**

This research resulted improvement in both the students' speaking skill and the teaching and learning process of speaking. The improvement was achieved by using songs, alternative rock songs to exact, which is defined by Rosova (2007) an an approach in teaching English using music. Based on different types of using music in teaching English proposed by Medina (2002), the researcher used Dialogue From Songs as an activity in teaching speaking. The procedure of this strategy included discussed the lyric, listen to the song, and made a dialogue based on the song.

Based on the findings of this research, the use of music in teaching speaking was an effective way to improve students' speaking skills because students' vocabulary, pronunciation, and grammar were improved in the end of the lesson, the students' also got more enthusiastic in following the lesson. This finding was in line with Brewster (2003) statement that by using music new language was allowed to be intorduced and vocabulary to be reinforced. Furthermore, music also could motivate and help to develop positive attitude toward the language.

In connection with the aim of the research that was improving speaking skill of XI Grade Students of SMA N 1 Pleret through alternative rock songs; the actions applied were done to attain the goal.

In Cycle 1, the implementation of using music was successful to improve their speaking skill because music improved their enthusiasm in English. They said that music could make them felt enjoy in learning English.

However, problems related to the students' motivation in the teaching learning process still existed. The researcher found that some of them did not pay attention to and participate in the teaching learning process. They also had confusion in understanding the song. The result of students' improvement in the four indicators was still questionable too.

To solve the problems mentioned above, the researcher implemented actions in Cycle 2. In the second cycle, the teacher provided more interesting songs for the students. The table below shows the result of the actions applied in Cycle 1 and Cycle 2.

**Table 23: The Result of Actions Applied in Cycle 1 and Cycle 2**

No	The students' speaking condition before the action of Cycle 1	The students' speaking conditions after the action of Cycle 1	The students' speaking conditions after the action of Cycle 2
1	The students lacked confidence.	The students' self-confidence was better.	Most of the students spoke confidently.
2	There was little opportunity to make them speak-up.	There were many opportunities for them to speak-up.	There were many varieties of opportunities for them to speak-up.
3	The students were less enthusiastic on the teaching learning process.	They looked enthusiastic on the beginning of the lesson and they had difficulties in understanding the songs played.	They enthusiastically got involved in the teaching learning process.
4	The activities were monotonous.	The activities were more varied.	The activities were more varied and

			enjoyed.
5	The mean score of the students' speaking skill was 5.96	The mean score of the students' speaking skill was 6.93	The mean score of the students' speaking skill was 7.74

In line with the table above, there were improvements on the students' motivation at the end of Cycle 2. In reference to the table, it could be seen that their speaking skills improved and their vocabulary mastery was better. They were more enthusiastic when joining the second cycle. The table above also shows that there was a statistical difference among the pre-test, post-test 1 and post-test 2. The mean score of post-test 2 was 7.74 and post-test 1 was 6.93, and then the mean score of the pre-test was 5.96. That indicated, there were improvements in the speaking skill in both of the cycle.

In connection with the qualitative analysis and the quantitative analysis, the students' speaking ability improved. Therefore, it can be concluded that the use of alternative rock songs was improved the students' speaking skill.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusion**

The action research was implemented for the students of XI IPS 3 of SMA N 1 Pleret. The research was begun in February until March 2014 in the first semester in the academic year of 2013 - 2014. The aim of this research was improving the students' English speaking skill through alternative rock songs. The XI IPS 3 class was chosen as the object of the research. The actions were carried out in two cycles.

Several changes occurred after the actions were implemented. The researcher and the collaborator also felt some changes of the teaching learning process, the teacher herself, and also the students as they are presented below.

#### **1. The Changes in English Teaching and Learning Process**

Before the implementation of the actions, the situation of the English class was monotonous and made the students bored. There was little opportunity to make them speak-up. Thus, having the actions, the English teaching and learning was focused to improve students' speaking skills. The English class activity was interesting and enjoyable after implementing the actions. There were many various activities that made the teaching learning process is not boring anymore. The communicative activity was effectively used in every activity.

## **2. The Changes of the Students**

Prior to the actions, the students had less confidence to speak in English. As the class activities were monotonous, the students got bored easily, and did not pay attention to the teacher. By implementing the use of music, most of the students spoke confidently than before. They were also very enthusiastic to do the activities and had a high participation in every activity. Based on the result of the tests, the students' speaking skill had significantly improved from the pre-test to the both of post-tests. It could be seen from the mean scores of students' speaking skill that increased from the pre-test to post-test 1 or post-test 2. The mean score of the students' speaking skill was 5.96 in the pre-test was increased to 6.93 in the post-test 1. Then in the post-test 2, the mean score of the students' speaking skill was 7.74. These increasing mean scores indicate that using alternative rock songs improved students' speaking skill.

## **3. The Changes of the Teacher**

In this study, the English teacher acted as a collaborator, accompanied by the observer. In relation to the English teaching, some efforts had improved her knowledge and experience about applying the use of music in the English teaching and learning process. The teacher showed her great appreciation on the efforts to improve the students' speaking skills. She would show the other English teacher that teaching English could be done in



more fun and enjoyable ways without neglecting the materials. The most important thing was that he realized and knew that the students were eager to learn and speak English well.

### **B. Implications**

In the conclusion, it was found that the implementation of using alternative rock songs could improve the students' speaking skill. Moreover, the students were more interested and actively involved in the teaching and learning process. It means that the teacher could use music as one of speaking activities since it provides some benefits.

First, by using music as teaching and learning material, the students speaking skill was improved. The use of music in teaching and learning material also could improve students' interest and motivation. Therefore, the students became more enthusiastic in the teaching learning activities.

These imply that the uses of alternative rock songs could improve the students' speaking skill through its enjoyable, motivating and interesting. Therefore, the English teacher is encouraged to apply it in the process of teaching speaking.

### **C. Suggestion**

The researcher offers several suggestions for the students, English teachers and other researchers after conducting this research as presented below.

**1. To English teachers**

With regard to the effectiveness of the implementation of using alternative rock songs in teaching speaking which can improve the students' speaking skill, it is suggested that the English teachers can apply as the researcher did. As music needs a lot of preparation, the English teachers are suggested to find interesting and appropriate songs for the students if they are going to use it in order to attract the students' interest and involvement in the teaching and learning process of speaking.

**2. To the Students**

The implementations of using alternative rock songs as a speaking method are useful and important to improve the students' speaking skill. And also, the students become more interested to speak English. This suggests students use music as side activity in their learning process.

**3. To other Researchers**

The researcher realizes that this research gives an emphasis on the use of alternative rock songs to improve the students' speaking skill. The findings of the research may be used as references for other researchers who want to conduct similar research.

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# **APPENDIXES**

## **Appendix A**

### **Course Grid**

**IMPROVING SPEAKING SKILL THROUGH THE USE OF ALTERNATIVE ROCK SONGS OF THE XI GRADE  
STUDENTS AT SMA NEGERI 1 PLERET IN THE ACADEMIC YEAR OF 2013/2014**

**COURSE GRID**

**A. STANDARD COMPETENCY**

- 7. Understanding meaning in form of formal transactional and interpersonal text in the context of daily life.
  
- 9. Expressing meaning in form of formal transactional and interpersonal text in the context of daily life.

**B. BASIC COMPETENCY**

- 7.1 Responding the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing sadness.**
  
- 9.1 Expressing the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing sadness.**

Topic	Learning Objectives	Indicators	Teaching Activities	Learning Materials		
				Text	Expression	Vocabulary Items
1	2	3	4	5		
Expressing Sadness	After doing some learning activities, it is expected that the students can use the <i>expression of sadness</i> in a short conversation and make dialogues by using the <i>expression of sadness</i> based on certain situation and act it out in front of	<ul style="list-style-type: none"> <li>• Use the <i>expression of sadness</i> in a short conversation.</li> <li>• Make dialogues by using the <i>expression of sadness</i> based on certain situation and act it out in front of the class.</li> <li>• Practice the dialogue fluently and confidently related to the expressing feeling. (<i>expressing</i>:</li> </ul>	<b>Pre Teaching (10')</b> <ul style="list-style-type: none"> <li>• The teacher opens the class with greeting</li> <li>• The teacher starts the class with lead a prayer</li> <li>• The teacher checks the attendance</li> <li>• Lead in</li> </ul>	<b>"Right Here Waiting"</b>  Ocean's apart day after day And I slowly go insane I hear your voice on the line	<ul style="list-style-type: none"> <li>• How sorrowful it is..</li> <li>• It's tragic...</li> <li>• I'm really sad..</li> <li>• Please leave me alone..</li> <li>• I'm so sad to hear it</li> <li>• My heart is so</li> </ul>	<ul style="list-style-type: none"> <li>• Sad</li> <li>• Tragic</li> <li>• Tears</li> <li>• Burdened</li> </ul>



	the class.	<i>sadness</i> ).	<p><b>Whilst Teaching (70')</b></p> <ul style="list-style-type: none"> <li>• The teacher shows a song's lyric and asked the students to read it.</li> <li>• The teacher discusses the song's lyric with the students.</li> <li>• The teacher plays the song's related to the topic today : <b>expressing sadness</b></li> <li>• The Students are</li> </ul>	<p>But it doesn't stop the pain</p> <p>If I see you next to never</p> <p>How can we say forever</p> <p><i>[Chorus:]</i></p> <p>Wherever you go</p> <p>Whatever you do</p>	<p>burdened</p> <ul style="list-style-type: none"> <li>• I'm so sad to hear it</li> <li>• I can't hold my tears on it</li> <li>• I can't tell my pain</li> <li>• How sorrowfull this is</li> <li>• I'm feeling bad now</li> <li>• I can't say a word</li> </ul>	
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			<p>asked to listen carefully. The song is played two times.</p> <ul style="list-style-type: none"> <li>• Then, the teacher asks the students to mention the song's substance related to the topic today : <b>expressing sadness</b></li> <li>• The teacher shows some pictures related to the topic today : <b>expressing</b></li> </ul>	<p>I will be right here waiting for you</p> <p>Whatever it takes</p> <p>Or how my heart breaks</p> <p>I will be right here waiting for you</p> <p>I took for granted, all the times</p>		
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			<p><b>sadness</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to guess what will they learn today based on the pictures.</li> <li>• The teacher conveys the learning purpose today.</li> <li>• The teacher shows another example related to the topic :</li> </ul> <p><b>expressing sadness</b></p>	<p>That I thought would last somehow I hear the laughter, I taste the tears</p> <p>But I can't get near you now</p> <p>Oh, can't you see it baby</p> <p>You've got me going</p>		
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			<ul style="list-style-type: none"> <li>• The students are asked to create a dialogue based on the song.</li> <li>• The students who have been ready could perform their dialogue in front of the class.</li> </ul> <p><b>Post Teaching (10')</b></p> <ul style="list-style-type: none"> <li>• The teacher and the students make a conclusion of the lesson.</li> <li>• The teacher gives</li> </ul>	<p>crazy</p> <p><i>[Chorus]</i></p> <p>I wonder how we can survive This romance But in the end if I'm with you I'll take the chance</p> <p>Oh, can't you see it</p>		
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			<p>feedback about the lesson.</p> <ul style="list-style-type: none"><li>• The teacher closes the lesson with prayer.</li></ul>	<p>baby You've got me going crazy  <i>[Chorus]</i></p>		
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**A. STANDARD COMPETENCY**

7. Understanding meaning in form of formal transactional and interpersonal text in the context of daily life.
9. Expressing meaning in form of formal transactional and interpersonal text in the context of daily life

**B. BASIC COMPETENCY**

- 7.1 Responding the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing love.**
- 9.1 Expressing the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing love.**

Topic	Learning Objectives	Indicators	Teaching Activities	Learning Materials		
				Text	Expression	Vocabulary Items
1	2	3	4	5		
<b>Expressing Love</b>	After doing some learning activities, it is expected that the students can use the <i>expression of love</i> in a short conversation and make dialogues by using the <i>expression of</i>	<ul style="list-style-type: none"> <li>Use the <i>expression of love</i> in a short conversation.</li> <li>Make dialogues by using the <i>expression of love</i> based on certain situation and act it out in front of the class.</li> <li>Practice the dialogue fluently and confidently related to the expressing feeling.</li> </ul>	<p><b>Kegiatan Awal (10')</b></p> <p><b>Pre Teaching (10')</b></p> <ul style="list-style-type: none"> <li>The teacher opens the class with greeting</li> <li>The teacher starts the class with lead a prayer</li> <li>The teacher</li> </ul>	<p><b>“Can’t Take My Eyes Off You”</b></p> <p>You’re just too good to be true can’t keep my eyes off you you’d feel like heaven to touch I wanna hold you so much at long last love has arrived</p>	<ul style="list-style-type: none"> <li>I’m interested in</li> <li>I love you</li> <li>I do love you</li> <li>I really love you</li> <li>I love you so much</li> <li>I think I love you</li> <li>I love you for a long time</li> <li>I like you</li> <li>I feel I love you</li> <li>I feel I’m in love with you</li> <li>I’m caring of you</li> </ul>	<ul style="list-style-type: none"> <li>Love</li> <li>Caring</li> <li>Like</li> <li>Interested</li> <li>Care</li> </ul>

	love based on certain situation and act it out in front of the class.	( <i>expressing: love</i> ).	checks the attendance • Lead in <b>Whilst Teaching (70')</b> • The teacher shows a song's lyric and asked the students to read it. • The teacher discusses the song's lyric with the students. • The teacher plays the song's related to the	and I thank God I'm alive you're just too good to be true can't take my eyes off of you  Pardon the way that I stare there's nothing else to compare the sight of you makes me weak there are no words left to speak but if you feel	• I care about you	
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			<p>topic today : <b>expressing love</b></p> <ul style="list-style-type: none"> <li>• The Students are asked to listen carefully. The song is played two times.</li> <li>• Then, the teacher asks the students to mention the song's substance related to the topic today : <b>expressing love</b></li> <li>• The teacher shows some</li> </ul>	<p>like I feel please let me know that it's real you're just too good to be true can't take my eyes off of you</p> <p>[Chorus] I love you baby, and if it's quite alright I need you baby to warm the lonely nights I love you baby,</p>		
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			<p>pictures related to the topic today :</p> <p><b>expressing love</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to guess what will they learn today based on the pictures.</li> <li>• The teacher conveys the learning purpose today.</li> <li>• The teacher shows another example related</li> </ul>	<p>trust in me when I say</p> <p>oh pretty baby, don't let me down, I pray</p> <p>oh pretty baby, now that I've found you, stay and let me love you, baby, let me love you...</p> <p>You're just too good to be true</p> <p>can't keep my eyes off of you</p> <p>you'd feel like</p>		
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			<p>to the topic :</p> <p><b>expressing love</b></p> <ul style="list-style-type: none"> <li>• The students are asked to create a dialogue based on the song.</li> <li>• The students who have been ready could perform their dialogue in front of the class.</li> </ul> <p><b>Post Teaching</b> <b>(10')</b></p> <ul style="list-style-type: none"> <li>• The teacher and the students make a</li> </ul>	<p>heaven to touch</p> <p>I wanna hold you so much</p> <p>at long last love has arrived</p> <p>and I thank god I'm alive</p> <p>you're just too good to be true</p> <p>can't take my eyes off of you</p> <p>#Back to Chorus</p>		
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			<p>conclusion of the lesson.</p> <ul style="list-style-type: none"><li>• The teacher gives feedback about the lesson.</li><li>• The teacher closes the lesson with prayer.</li></ul>			
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## **Appendix B**

### **Lesson Plans and Handouts**

## **PRE-TEST TASKS**

**Please create a dialogue with your partner. The dialogue has at least two expressions. When you show your performance in front of the class, you should not bring your notes during the performance.**

**The score from this test will affect your final performance score, so do your best.**

**GOOD LUCK 😊**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identity of School : SMA N 1 Pleret  
Subject : English  
Grade/Semester : XI/2  
Focused Skills : Speaking  
Timing : 4x45 Minutes (2 meeting)  
Topic : Expressing Sadness

### A. STANDARD COMPETENCY

7. Understanding meaning in form of formal transactional and interpersonal text in the context of daily life.

9. Expressing meaning in form of formal transactional and interpersonal text in the context of daily life.

### B. BASIC COMPETENCY

7.1 Responding the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing sadness.**

9.1 Expressing the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing sadness.**

### C. INDICATORS

- Use the *expression of sadness* in a short conversation.
- Make dialogues by using the *expression of sadness* based on certain situation and act it out in front of the class.
- Practice the dialogue fluently and confidently related to the expressing feeling. (*expressing: sadness*).

### D. OBJECTIVE

After doing some learning activities, it is expected that the students use the *expression of sadness* in a short conversation and make dialogues by using the *expression of sadness* based on certain situation and act it out in front of the class.

### E. LEARNING MATERIAL

#### Example of Expression:

- How sorrowful it is..
- It's tragic...
- I'm really sad..
- Please leave me alone..
- I'm so sad to hear it
- My heart is so burdened
- I'm so sad to hear it
- I can't hold my tears on it
- I can't tell my pain
- How sorrowful this is
- I'm feeling bad now
- I can't say a word



**Example 1**

Anto : Why do you look so sad, Andre?

Andre : My girlfriend has broken me up just now. I am so distressed now.

Anto : Oh, I'm sorry to hear that. Are there any problems between you and her?

Andre : No, there aren't.

Anto : So, why did she break you up?

Andre : I don't know. She didn't tell me the reason. Her decision made me so upset.

Anto : Well, may be she is not the best for you. You are still young and have many chances.

Andre : Yes, you're right. Anyway, thanks for your advice.

Anto : Don't mention it. That's what a friend for.

**Example 2**

Jack : hi how are you ?

Jean : I'm not happy today.

Jack : why ??

Jean : because my father sick

Jack : oh, be patient !

Jean : yes, thank you.

Jack : don't be sad, i sure you father fine :)

Jean : yes i'm trust it.

Jack : say to you father get well soon fast :)

Jean : yes !

Jack : see you :)

**F. METHOD:**

Three Phase Technique

**Learning Steps:****Pre Teaching (10')**

- The teacher opens the class with greeting
- The teacher starts the class with lead a prayer
- The teacher checks the attendance
- Lead in

**Whilst Teaching (70')**

- The teacher shows a song's lyric and asked the students to read it.
- The teacher discusses the song's lyric with the students.
- The teacher plays the song's related to the topic today : **expressing sadness**
- The students are asked to listen carefully. The song is played two times.
- Then, the teacher asks the students to mention the song's substance related to the topic today : **expressing sadness**
- The teacher shows some pictures related to the topic today : **expressing sadness**
- The teacher asks the students to guess what will they learn today based on the pictures.
- The teacher conveys the learning purpose today.
- The teacher shows another example related to the topic : **expressing sadness**
- The students are asked to create a dialogue based on the song.
- The students who have been ready could perform their dialogue in front of the class.

**Post Teaching (10')**

- The teacher and the students make a conclusion of the lesson.
- The teacher gives feedback about the lesson.

- The teacher closes the lesson with prayer.

## H. SOURCE

- [http://www.youtube.com/watch?v=3EscE6cY\\_qo](http://www.youtube.com/watch?v=3EscE6cY_qo) (Right Here Waiting Rock Version)
- <http://www.youtube.com/watch?v=AYgrD80gVxM> (Richard Marx – Right Here Waiting covered by Downline)
- LCD
- Sound System

## I. ASSESSMENT

No.	Indicator	Technique	Form	Sample
1.	the students use the <i>expression of sadness</i> in a short conversation and make dialogues by using the <i>expression of sadness</i> based on certain situation and act it out in front of the class.	Oral Test	Dialogue	Listen to this song then make a conversation based on the song with your partner.

## II. ASSESSMENT INSTRUMENT

**Listen to this song then make a conversation based on the song with your partner.**

### **"Right Here Waiting"**

Ocean's apart day after day  
And I slowly go insane  
I hear your voice on the line  
But it doesn't stop the pain

If I see you next to never  
How can we say forever

*[Chorus:]*

Wherever you go  
Whatever you do  
I will be right here waiting for you  
Whatever it takes  
Or how my heart breaks  
I will be right here waiting for you

I took for granted, all the times  
That I thought would last somehow  
I hear the laughter, I taste the tears  
But I can't get near you now

Oh, can't you see it baby  
You've got me going crazy

*[Chorus]*

I wonder how we can survive  
This romance  
But in the end if I'm with you  
I'll take the chance

Oh, can't you see it baby  
You've got me going crazy

*[Chorus]*

### III. ASSESSMENT GUIDELINES

Scoring Rubrics is on Appendix E

**Bantul, 21 Februari 2014**

**English Teacher**

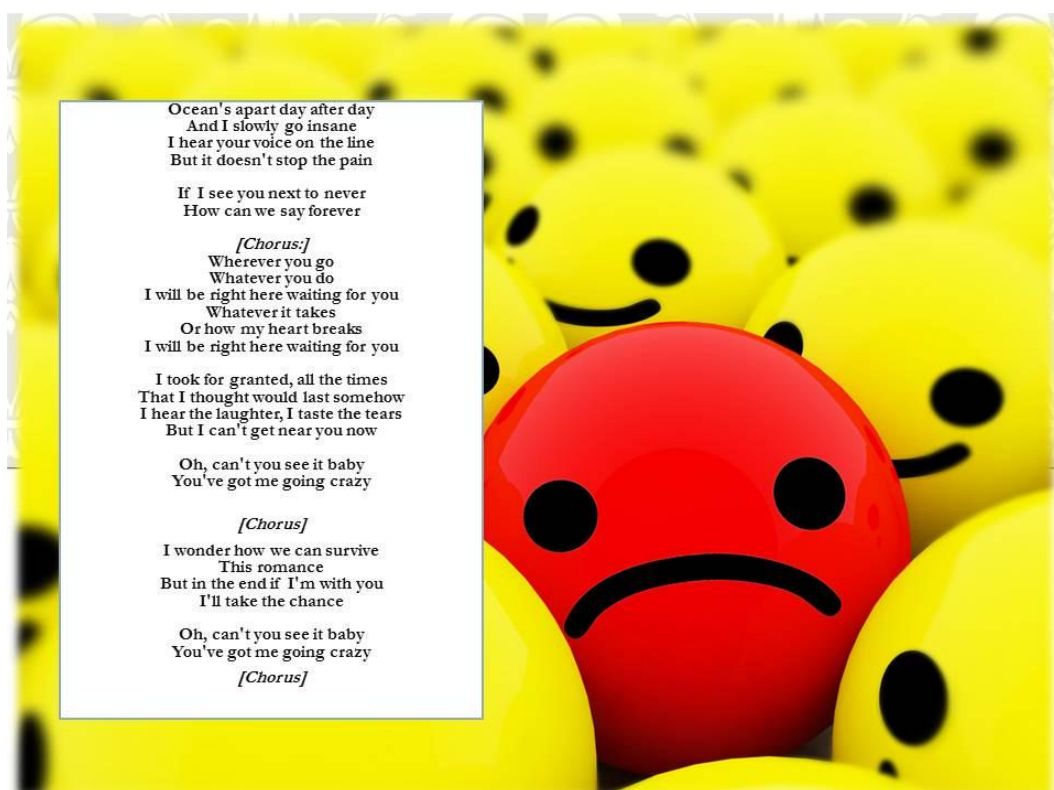
**Researcher**

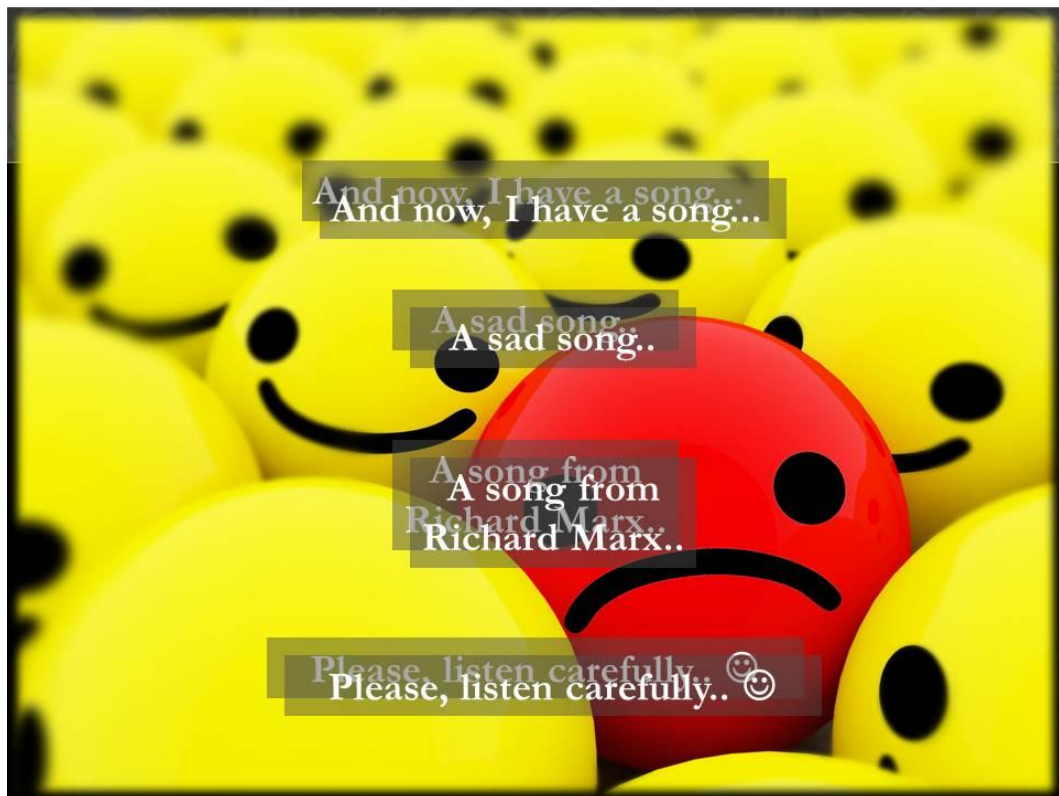
**Dara Zukhana, S.Pd**

**Dito Hanafi Kirmantoro**

**NIP. 196909062005012012**

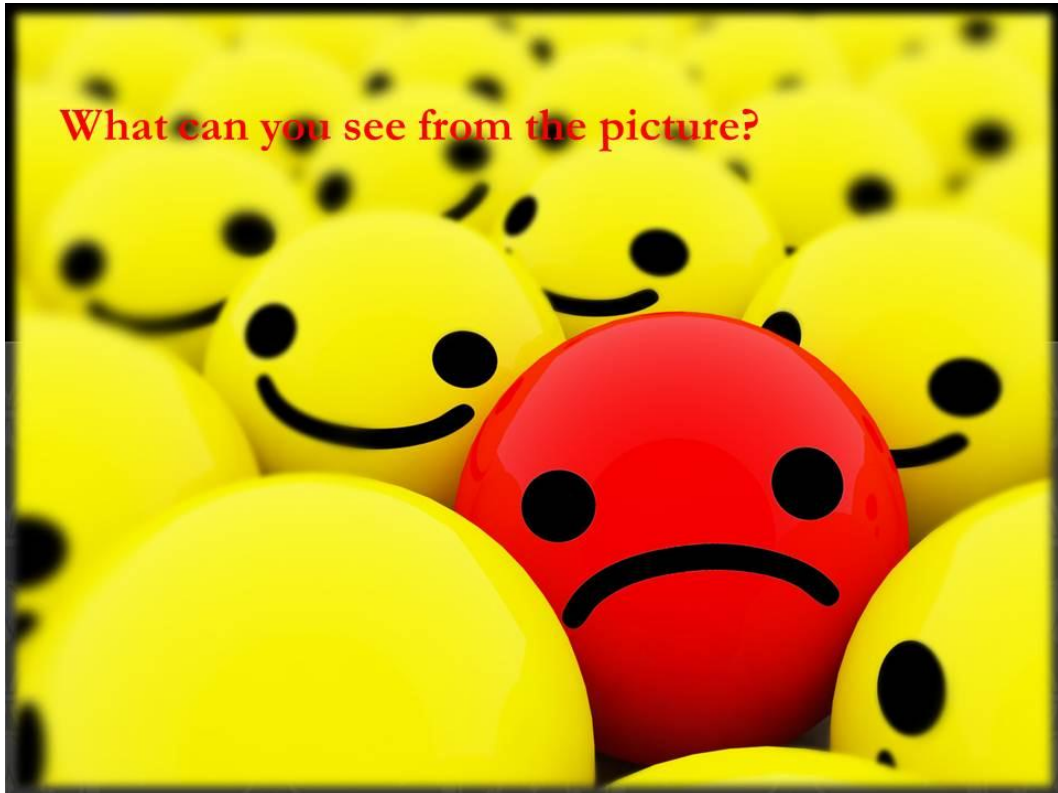
**NIM. 10202244017**







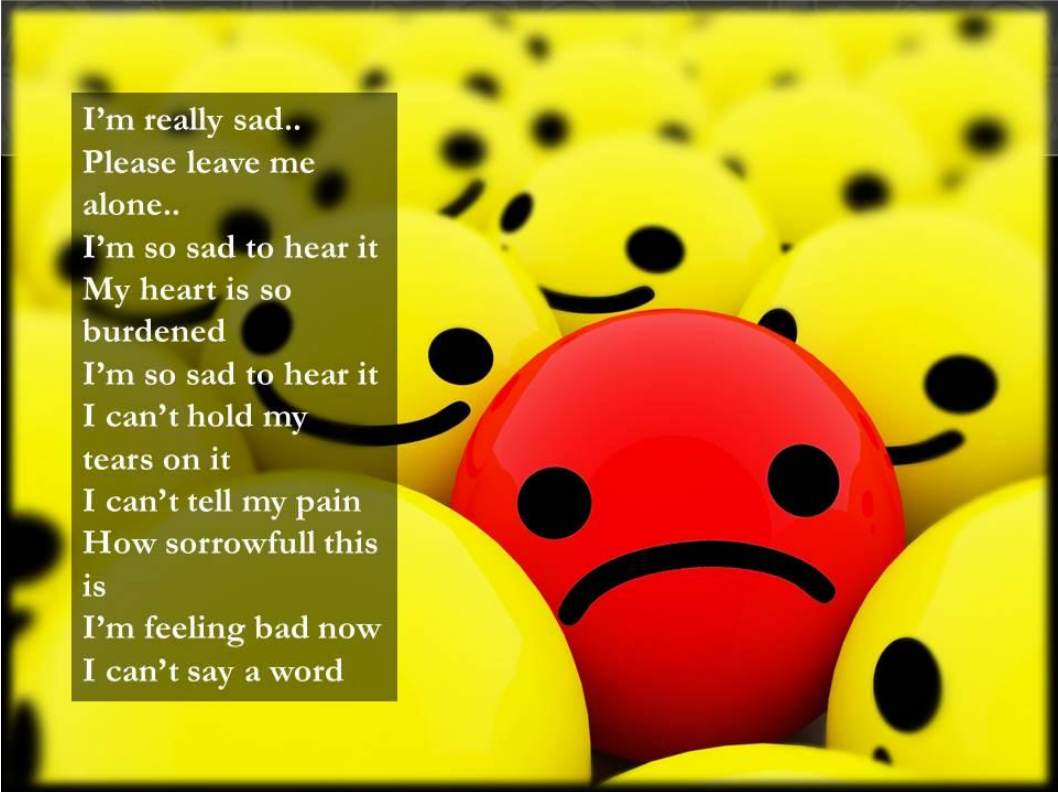
What can you see from the picture?



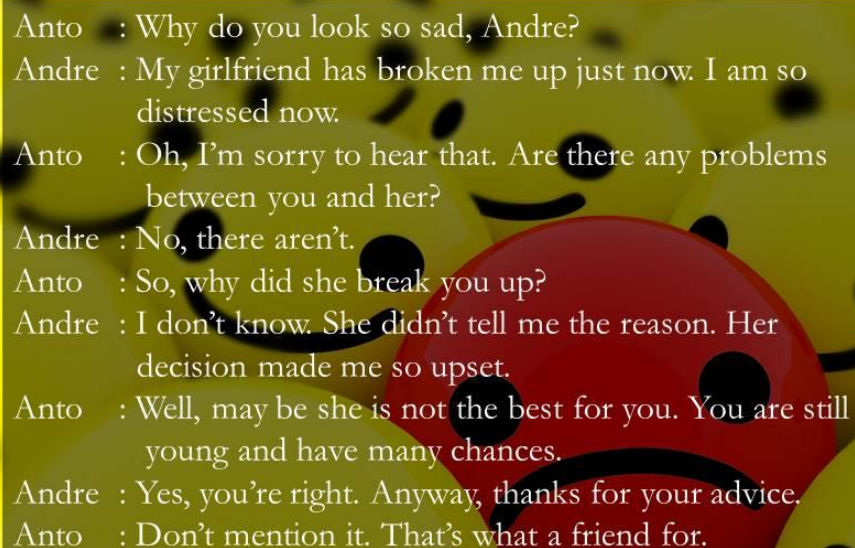
What expression  
you can see from  
the pictures?







I'm really sad..  
Please leave me  
alone..  
I'm so sad to hear it  
My heart is so  
burdened  
I'm so sad to hear it  
I can't hold my  
tears on it  
I can't tell my pain  
How sorrowfull this  
is  
I'm feeling bad now  
I can't say a word



Anto : Why do you look so sad, Andre?  
Andre : My girlfriend has broken me up just now. I am so  
distressed now.  
Anto : Oh, I'm sorry to hear that. Are there any problems  
between you and her?  
Andre : No, there aren't.  
Anto : So, why did she break you up?  
Andre : I don't know. She didn't tell me the reason. Her  
decision made me so upset.  
Anto : Well, may be she is not the best for you. You are still  
young and have many chances.  
Andre : Yes, you're right. Anyway, thanks for your advice.  
Anto : Don't mention it. That's what a friend for.

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identity of School	: SMA N 1 Pleret
Subject	: English
Grade/Semester	: XI/2
Focused Skills	: Speaking
Timing	: 4x45 Minutes (2 meeting)
Topic	: Expressing Love

### A. STANDARD COMPETENCY

7. Understanding meaning in form of formal transactional and interpersonal text in the context of daily life.
  
9. Expressing meaning in form of formal transactional and interpersonal text in the context of daily life.

### B. BASIC COMPETENCY

- 7.1 Responding the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing love.**
  
- 9.1 Expressing the meaning in formal and sustained transactional and interpersonal conversation by using spoken language accurately, fluently, and acceptable in the context of daily life involving speech act: **expressing love.**

### C. INDICATORS

- Use the *expression of love* in a short conversation.

- Make dialogues by using the *expression of love* based on certain situation and act it out in front of the class.
- Practice the dialogue fluently and confidently related to the expressing feeling. (*expressing: love*).

#### D. OBJECTIVE

After doing some learning activities, it is expected that the students use the *expression of love* in a short conversation and make dialogues by using the *expression of love* based on certain situation and act it out in front of the class.

#### E. LEARNING MATERIAL

##### How to express love:

<ul style="list-style-type: none"> <li>• I'm interested in</li> <li>• I do love you</li> <li>• I love you so much</li> <li>• I love you for a long time</li> <li>• I feel I love you</li> <li>• I'm caring of you</li> </ul>	<ul style="list-style-type: none"> <li>• I love you</li> <li>• I really love you</li> <li>• I think I love you</li> <li>• I like you</li> <li>• I feel I'm in love with you</li> <li>• I care about you</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

##### Example 1

Dave : I want to say something to you dear...

May : What is that?

Dave : I feel I love you since I meet you for the first time.

May : Really? I love you too

Dave : Do you want to be my girlfriend?

May : Of course, dear...

##### Example 2

Hera : Happy birthday mom, I love you.

Mom : Thank you dear, I love you too

Hera : You are the best mom for me. God bless you.

Mom : Thanks dear I hope you'll be the best daughter for mom.

## F. LEARNING TECHNIQUE

Three Phase Technique

### Learning Steps:

#### **Pre Teaching (10')**

- The teacher opens the class with greeting
- The teacher starts the class with lead a prayer
- The teacher checks the attendance
- Lead in

#### **Whilst Teaching (70')**

- The teacher shows a song's lyric and asked the students to read it.
- The teacher discusses the song's lyric with the students.
- The teacher plays the song's related to the topic today : **expressing love**
- The students are asked to listen carefully. The song is played two times.
- Then, the teacher asks the students to mention the song's substance related to the topic today : **expressing love**
- The teacher shows some pictures related to the topic today : **expressing love**
- The teacher asks the students to guess what will they learn today based on the pictures.
- The teacher conveys the learning purpose today.
- The teacher shows another example related to the topic : **expressing love**
- The students are asked to create a dialogue based on the song.
- The students who have been ready could perform their dialogue in front of the class.

**Post Teaching (10')**

- The teacher and the students make a conclusion of the lesson.
- The teacher gives feedback about the lesson.
- The teacher closes the lesson with prayer.

**G. SOURCE**

- [http://www.youtube.com/watch?v=vfnid9Kz\\_tY](http://www.youtube.com/watch?v=vfnid9Kz_tY) (Група Black Rocks "I Love You Baby")
- LCD
- Sound System

**H. ASSESSMENT**

No.	Indicator	Technique	Form	Sample
1.	the students use the <i>expression of love</i> in a short conversation and make dialogues by using the <i>expression of sadness</i> based on certain situation and act it out in front of the class.	Oral Test	Dialogue	Listen to this song then make a conversation based on the song with your partner.

## II. Assessment Instrument

Listen to this song then make a conversation based on the song with your partner.

### “Can’t Take My Eyes Off You”

You’re just too good to be true  
can’t keep my eyes off you  
you’d feel like heaven to touch  
I wanna hold you so much  
at long last love has arrived  
and I thank God I’m alive  
you’re just too good to be true  
can’t take my eyes off of you

Pardon the way that I stare  
there’s nothing else to compare  
the sight of you makes me weak  
there are no words left to speak  
but if you feel like I feel  
please let me know that it’s real  
you’re just too good to be true  
can’t take my eyes off of you

[Chorus]

I love you baby, and if it’s quite alright  
I need you baby to warm the lonely nights  
I love you baby, trust in me when I say  
oh pretty baby, don’t let me down, I pray  
oh pretty baby, now that I’ve found you, stay  
and let me love you, baby, let me love you...

You're just too good to be true  
can't keep my eyes off of you  
you'd feel like heaven to touch  
I wanna hold you so much  
at long last love has arrived  
and I thank god I'm alive  
you're just too good to be true  
can't take my eyes off of you

#Back to Chorus

### **III. Assessment Guidelines**

Scoring Rubrics is on the Appendix E

**Bantul, 21 Februari 2014**

**English Teacher**

**Researcher**

**Dara Zukhana, S.Pd**

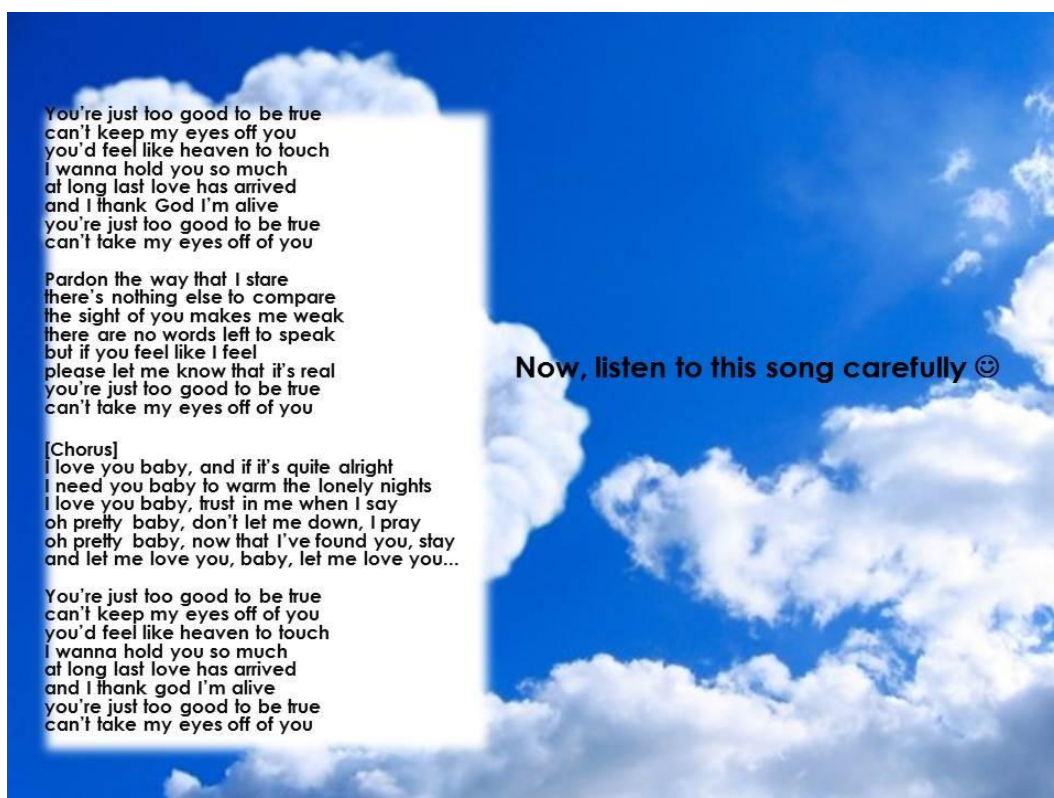
**Dito Hanafi Kirmantoro**

**NIP. 19690906 200501 2 012**

**NIM. 10202244017**



So, I have a lyric here



You're just too good to be true  
can't keep my eyes off you  
you'd feel like heaven to touch  
I wanna hold you so much  
at long last love has arrived  
and I thank God I'm alive  
you're just too good to be true  
can't take my eyes off of you

Pardon the way that I stare  
there's nothing else to compare  
the sight of you makes me weak  
there are no words left to speak  
but if you feel like I feel  
please let me know that it's real  
you're just too good to be true  
can't take my eyes off of you

[Chorus]  
I love you baby, and if it's quite alright  
I need you baby to warm the lonely nights  
I love you baby, trust in me when I say  
oh pretty baby, don't let me down, I pray  
oh pretty baby, now that I've found you, stay  
and let me love you, baby, let me love you...

You're just too good to be true  
can't keep my eyes off of you  
you'd feel like heaven to touch  
I wanna hold you so much  
at long last love has arrived  
and I thank god I'm alive  
you're just too good to be true  
can't take my eyes off of you

Now, listen to this song carefully 😊





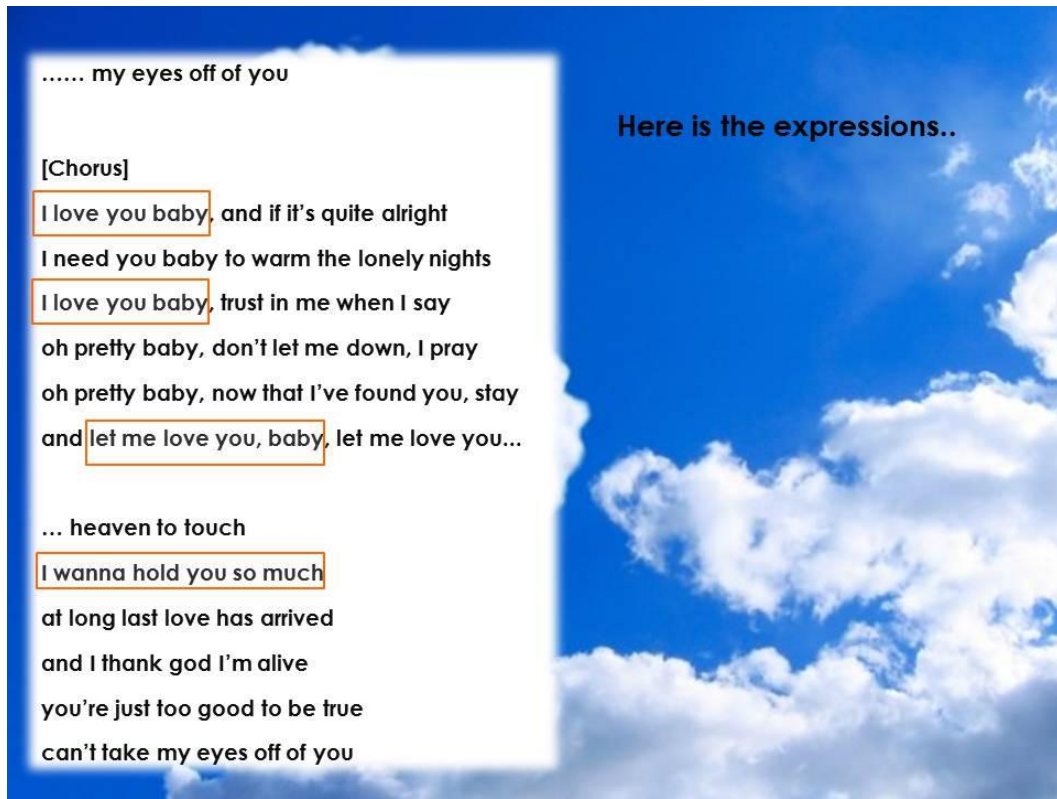
**NOW LISTEN UP TO THIS SONG..**



**Do you know what his song means?**

**What do you think?**

**Can you find some expression from the lyric?**



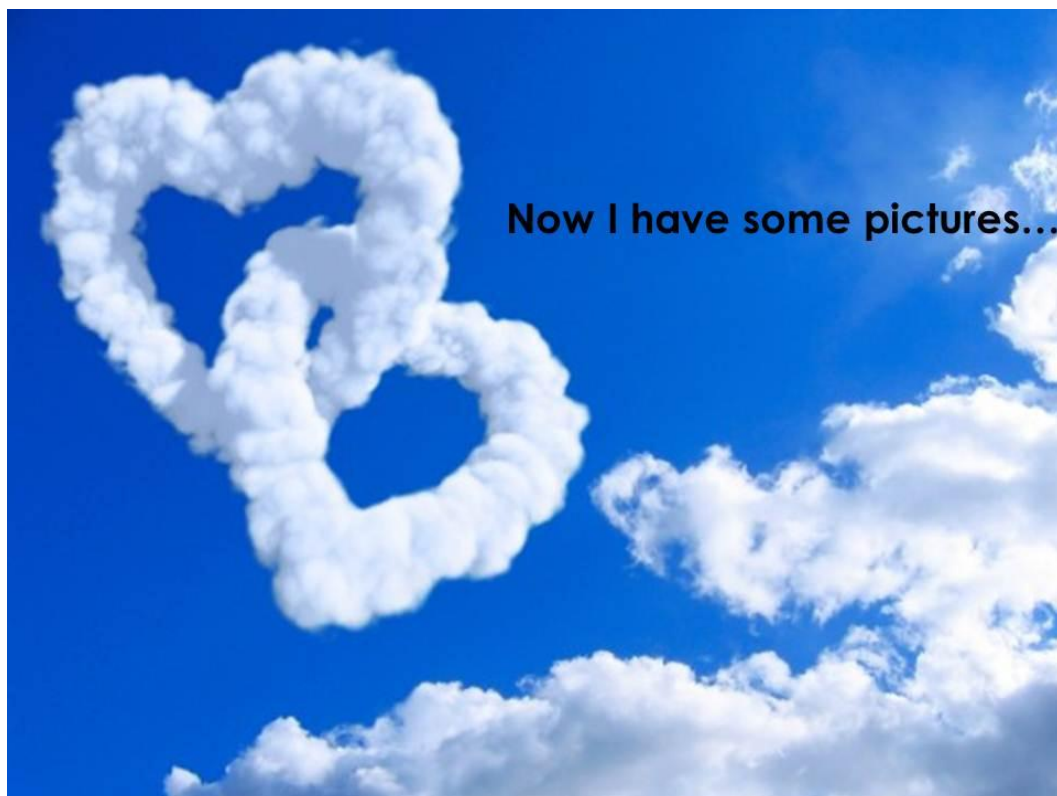
..... my eyes off of you

[Chorus]

I love you baby, and if it's quite alright  
I need you baby to warm the lonely nights  
I love you baby, trust in me when I say  
oh pretty baby, don't let me down, I pray  
oh pretty baby, now that I've found you, stay  
and let me love you, baby, let me love you...

... heaven to touch  
I wanna hold you so much  
at long last love has arrived  
and I thank god I'm alive  
you're just too good to be true  
can't take my eyes off of you

Here is the expressions..



Now I have some pictures...







**HAVE A CLUE WHAT WE ARE GOING TO LEARN TODAY?**



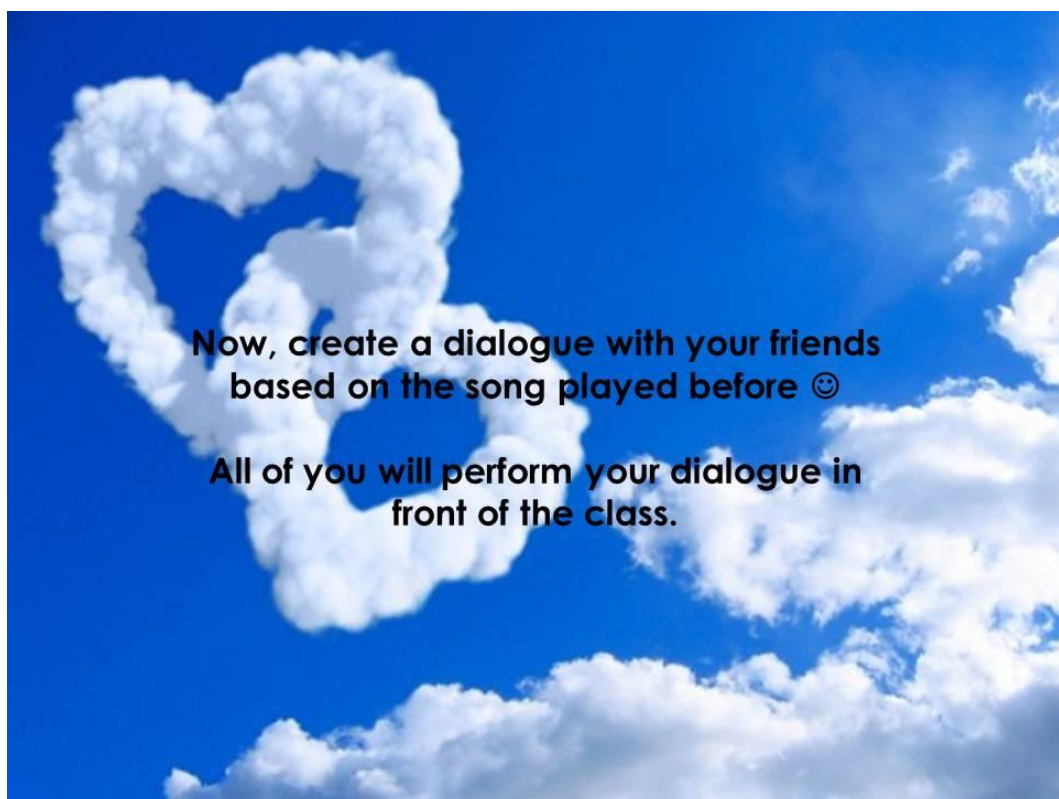
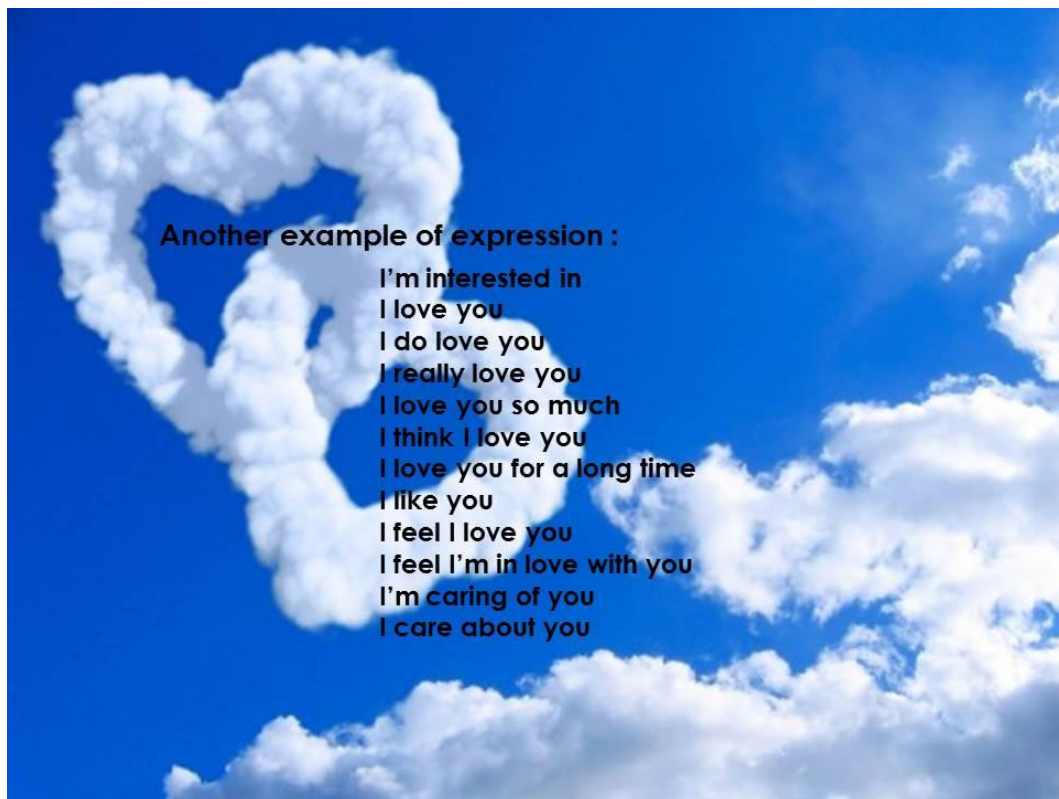




In the end of the session, you are all be able to express and respond to the expression of love 😊

Dave : I want to say something to you dear...  
 May : What is that?  
 Dave : I feel ..... since I meet you for the first time.  
 May : Really? .....  
 Dave : Do you want to be .....?  
 May : Of course, dear...

Hera : Happy birthday mom, .....  
 Mom : Thank you dear, .....  
 Hera : You are the best mom for me.  
           God bless you.  
 Mom : Thanks dear I hope you'll be the best daughter for mom.



## **Appendix C**

### **Observation Sheets**

## Observation Sheet

**Meeting : 1<sup>st</sup> Meeting**

**Date :**

		<b>SB</b>	<b>B</b>	<b>K</b>	<b>SK</b>
<b>1.</b>	Guru membuka pelajaran dengan baik.		<b>V</b>		
<b>2.</b>	Guru menyapa peserta didik.	<b>V</b>			
<b>3.</b>	Guru meminta siswa untuk berdo'a.			<b>V</b>	
<b>4.</b>	Guru mengecek kondisi dan kehadiran siswa.		<b>V</b>		
<b>5.</b>	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	<b>V</b>			
<b>6.</b>	Guru memperlihatkan sebuah gambar yang berkaitan dengan materi hari itu.		<b>V</b>		
<b>7.</b>	Guru menanyakan kepada siswa apa yang terkait dengan gambar tersebut.		<b>V</b>		
<b>8.</b>	Guru menyampaikan tujuan pembelajaran pada hari itu		<b>V</b>		
<b>9.</b>	Guru memperdengarkan sebuah lagu yang terkait dengan materi hari itu	<b>V</b>			
<b>10.</b>	Guru menanyakan kepada siswa apa saja unsur dalam lagu tersebut	<b>V</b>			
<b>11.</b>	Guru memberikan contoh ungkapan/ unsur lain terkait materi hari itu		<b>V</b>		
<b>12.</b>	Guru memperlihatkan sebuah contoh dialog untuk materi hari itu.		<b>V</b>		
<b>13.</b>	Guru membahas contoh dialog bersama siswa.	<b>V</b>			
<b>14.</b>	Guru meminta siswa untuk membuat dialog yang terkait dengan lagu yang diputar.		<b>V</b>		



<b>15.</b>	Guru meminta siswa yang sudah siap untuk maju bercerita didepan kelas.		<b>V</b>		
<b>16.</b>	Guru menilai siswa yang sedang maju di depan kelas.		<b>V</b>		
<b>17.</b>	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.		<b>V</b>		
<b>18.</b>	Guru mengakhiri pelajaran dengan berdoa		<b>V</b>		
<b>19.</b>	Guru mengucapkan salam penutup.		<b>V</b>		
<b>20.</b>	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.		<b>V</b>		

**Bantul, 24 Februari 2014**

**Mengetahui,**

**Guru Pengampu Bahasa Inggris**

**Peneliti**

**Dara Zukhana, S.Pd**

**NIP. 19690906 200501 2 012**

**Dito Hanafi Kirmantoro**

**NIM. 10202244017**

## Observation Sheet

**Meeting : 2<sup>nd</sup> Meeting**

**Date : .....**

		<b>SB</b>	<b>B</b>	<b>K</b>	<b>SK</b>
<b>1.</b>	Guru membuka pelajaran dengan baik.		<b>V</b>		
<b>2.</b>	Guru menyapa peserta didik.	<b>V</b>			
<b>3.</b>	Guru meminta siswa untuk berdo'a.		<b>V</b>		
<b>4.</b>	Guru mengecek kondisi dan kehadiran siswa.		<b>V</b>		
<b>5.</b>	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	<b>V</b>			
<b>6.</b>	Guru memperlihatkan sebuah gambar yang berkaitan dengan materi hari itu.		<b>V</b>		
<b>7.</b>	Guru menanyakan kepada siswa apa yang terkait dengan gambar tersebut.		<b>V</b>		
<b>8.</b>	Guru menyampaikan tujuan pembelajaran pada hari itu	<b>V</b>			
<b>9.</b>	Guru memperdengarkan sebuah lagu yang terkait dengan materi hari itu	<b>V</b>			
<b>10.</b>	Guru menanyakan kepada siswa apa saja unsur dalam lagu tersebut		<b>V</b>		
<b>11.</b>	Guru memberikan contoh ungkapan/ unsur lain terkait materi hari itu		<b>V</b>		
<b>12.</b>	Guru memperlihatkan sebuah contoh dialog untuk materi hari itu.		<b>V</b>		
<b>13.</b>	Guru membahas contoh dialog bersama siswa.	<b>V</b>			
<b>14.</b>	Guru meminta siswa untuk membuat dialog yang terkait dengan lagu yang diputar.		<b>V</b>		

<b>15.</b>	Guru meminta siswa yang sudah siap untuk maju bercerita didepan kelas.		<b>V</b>		
<b>16.</b>	Guru menilai siswa yang sedang maju di depan kelas.		<b>V</b>		
<b>17.</b>	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.		<b>V</b>		
<b>18.</b>	Guru mengakhiri pelajaran dengan berdoa		<b>V</b>		
<b>19.</b>	Guru mengucapkan salam penutup.		<b>V</b>		
<b>20.</b>	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.		<b>V</b>		

**Bantul, 27 Februari 2014**

**Mengetahui,**

**Guru Pengampu Bahasa Inggris**

**Peneliti**

**Dara Zukhana, S.Pd**

**NIP. 19690906 200501 2 012**

**Dito Hanafi Kirmantoro**

**NIM. 10202244017**

## Observation Sheet

**Meeting : 3<sup>rd</sup> Meeting**

**Date : .....**

		<b>SB</b>	<b>B</b>	<b>K</b>	<b>SK</b>
<b>1.</b>	Guru membuka pelajaran dengan baik.	<b>V</b>			
<b>2.</b>	Guru menyapa peserta didik.	<b>V</b>			
<b>3.</b>	Guru meminta siswa untuk berdo'a.		<b>V</b>		
<b>4.</b>	Guru mengecek kondisi dan kehadiran siswa.		<b>V</b>		
<b>5.</b>	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.		<b>V</b>		
<b>6.</b>	Guru memperlihatkan sebuah gambar yang berkaitan dengan materi hari itu.	<b>V</b>			
<b>7.</b>	Guru menanyakan kepada siswa apa yang terkait dengan gambar tersebut.	<b>V</b>			
<b>8.</b>	Guru menyampaikan tujuan pembelajaran pada hari itu		<b>V</b>		
<b>9.</b>	Guru memperdengarkan sebuah lagu yang terkait dengan materi hari itu	<b>V</b>			
<b>10.</b>	Guru menanyakan kepada siswa apa saja unsur dalam lagu tersebut	<b>V</b>			
<b>11.</b>	Guru memberikan contoh ungkapan/ unsur lain terkait materi hari itu	<b>V</b>			
<b>12.</b>	Guru memperlihatkan sebuah contoh dialog untuk materi hari itu.	<b>V</b>			
<b>13.</b>	Guru membahas contoh dialog bersama siswa.		<b>V</b>		
<b>14.</b>	Guru meminta siswa untuk membuat dialog yang terkait dengan lagu yang diputar.	<b>V</b>			

<b>15.</b>	Guru meminta siswa yang sudah siap untuk maju bercerita didepan kelas.	<b>V</b>			
<b>16.</b>	Guru menilai siswa yang sedang maju di depan kelas.	<b>V</b>			
<b>17.</b>	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.	<b>V</b>			
<b>18.</b>	Guru mengakhiri pelajaran dengan berdoa	<b>V</b>			
<b>19.</b>	Guru mengucapkan salam penutup.	<b>V</b>			
<b>20.</b>	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	<b>V</b>			

**Bantul, 3 Maret 2014**

**Mengetahui,**

**Guru Pengampu Bahasa Inggris**

**Peneliti**

**Dara Zukhana, S.Pd**

**NIP. 19690906 200501 2 012**

**Dito Hanafi Kirmantoro**

**NIM. 10202244017**

## Observation Sheet

**Meeting : 4<sup>th</sup> Meeting**

**Date : .....**

		<b>SB</b>	<b>B</b>	<b>K</b>	<b>SK</b>
<b>1.</b>	Guru membuka pelajaran dengan baik.	<b>V</b>			
<b>2.</b>	Guru menyapa peserta didik.	<b>V</b>			
<b>3.</b>	Guru meminta siswa untuk berdo'a.		<b>V</b>		
<b>4.</b>	Guru mengecek kondisi dan kehadiran siswa.		<b>V</b>		
<b>5.</b>	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.		<b>V</b>		
<b>6.</b>	Guru memperlihatkan sebuah gambar yang berkaitan dengan materi hari itu.	<b>V</b>			
<b>7.</b>	Guru menanyakan kepada siswa apa yang terkait dengan gambar tersebut.	<b>V</b>			
<b>8.</b>	Guru menyampaikan tujuan pembelajaran pada hari itu		<b>V</b>		
<b>9.</b>	Guru memperdengarkan sebuah lagu yang terkait dengan materi hari itu	<b>V</b>			
<b>10.</b>	Guru menanyakan kepada siswa apa saja unsur dalam lagu tersebut	<b>V</b>			
<b>11.</b>	Guru memberikan contoh ungkapan/ unsur lain terkait materi hari itu	<b>V</b>			
<b>12.</b>	Guru memperlihatkan sebuah contoh dialog untuk materi hari itu.	<b>V</b>			
<b>13.</b>	Guru membahas contoh dialog bersama siswa.		<b>V</b>		
<b>14.</b>	Guru meminta siswa untuk membuat dialog yang terkait dengan lagu yang diputar.	<b>V</b>			

<b>15.</b>	Guru meminta siswa yang sudah siap untuk maju bercerita didepan kelas.	<b>V</b>			
<b>16.</b>	Guru menilai siswa yang sedang maju di depan kelas.	<b>V</b>			
<b>17.</b>	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.	<b>V</b>			
<b>18.</b>	Guru mengakhiri pelajaran dengan berdoa	<b>V</b>			
<b>19.</b>	Guru mengucapkan salam penutup.	<b>V</b>			
<b>20.</b>	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	<b>V</b>			

**Bantul, 7 Maret 2014**

**Mengetahui,**

**Guru Pengampu Bahasa Inggris**

**Peneliti**

**Dara Zukhana, S.Pd**

**NIP. 19690906 200501 2 012**

**Dito Hanafi Kirmantoro**

**NIM. 10202244017**

## **Appendix D**

### **Interview Guidelines**



## **Interview Guidelines for Students**

### **General - Method**

1. Apakah adik senang belajar bahasa inggris?
2. Apakah adik bertanya kepada guru ketika mendapat kesulitan?
3. Apakah adik menyukai pembelajaran listening dengan menggunakan music?
4. Jenis music apa yang adik sukai?
5. Apakah aksen native speaker susah untuk dimengerti?
6. Jika aksen tersebut dimuat dalam music apakah lebih mudah untuk dipahami?
7. Menurut adik, lebih mudah mana dalam memahami pelajaran, dengan menggunakan music atau pelajaran seperti biasanya?
8. Metode apa yang adik harapkan untuk diterapkan di masa yang akan datang?

### **Speaking**

1. Menurut adik, sub skill speaking apa yang paling susah? (Grammar, Vocabulary, Pronunciation)
2. Apakah adik senang dengan speaking?
3. Seberapa sering guru mengajar speaking di kelas?
4. Bagaimana metode pembelajaran speaking yang dilakukan dikelas?
5. Media apa yang dipakai guru dalam kelas Speaking?
6. Apakah adik merasa kemampuan speaking sudah baik?
7. Apakah adik sering merasa kesulitan dalam kegiatan speaking?
8. Kesulitan apa saja yang adik alami dalam kegiatan speaking?
9. Lalu bagaimana cara adik mengatasi kesulitan tersebut?
10. Gangguan apa yang adik alami selama speaking?

### **Interview Guidelines for Teacher**

1. Bagaimana menurut ibu tentang pengajaran di kelas secara keseluruhan?
2. Menurut ibu, dari sub skills speaking yang ada, subskill mana yang paling sulit dikuasai siswa?
3. Seberapa sering ibu mengajar speaking?
4. Metode apa yang ibu gunakan dalam mengajar speaking?
5. Bagaimana minat siswa dalam speaking?
6. Apa anak sering terlihat aktif dalam proses speaking?
7. Bagaimana kemampuan siswa dalam speaking? Apakah sudah sesuai harapan?
8. Masalah apa yang sering dihadapi dalam mengajar speaking?
9. Lalu, bagaimana pemecahannya?

### **After Implementing the Actions (Cycle 1)**

#### **1. To the English Teacher**

1. Bagaimana tanggapan Ibu, terkait dengan aktifitas saya yang sudah di lakukan pada saat pembelajaran dan praktek, mengajarkan *speaking* dengan menggunakan alternative rock songs?
2. Selama pengamatan Ibu, apakah ada kendala atau hambatan yang ditemui pada saat pembelajaran dan praktek *speaking* dengan menggunakan alternative rock songs?
3. Menurut Ibu, apakah pembelajaran *speaking* dengan menggunakan alternative rock songs seperti pada cycle 1 ini, dapat meningkatkan kemampuan belajar murid-murid dalam pembelajaran *speaking*?
4. Apakah aktifitas menggunakan alternative rock songs ini efektif, ketika diterapkan di kelas XI IPS 3 SMA N 1 Pleret untuk pembelajaran *speaking*?
5. Bagaimana saran untuk kegiatan di *Cycle 2*?

#### **2. To the Students**

1. Menurut kamu, bagaimana pendapat kamu tentang aktifitas menggunakan alternative rock songs untuk pembelajaran *speaking* di kelas ini?
2. Apakah kamu tertarik dengan pembelajaran *speaking* dengan aktifitas menggunakan alternative rock songs ini?
3. Menurut kamu, apakah ada kesulitan atau hambatan yang kamu temui ketika kamu melakukan aktifitas *dengan* menggunakan *alternative rock songs* dalam mempelajari *speaking*?
4. Menurut kamu, apakah pembelajaran *speaking* dengan menggunakan alternative rock songs ini dapat meningkatkan kemampuan *speaking* kamu?
5. Bagaimana saran untuk kegiatan selanjutnya?

**A. After Implementing the Action (Cycle 2)****1. For the Teacher**

1. Bagaimana penilaian Ibu terhadap kemampuan *speaking* siswa di *Cycle 2* ini?
2. Apa saja kekurangan yang ada di *Cycle 2* ini menurut pendapat Ibu?
3. Menurut Ibu, kemajuan apa saja, yang di capai siswa kelas XI IPS 3 dalam *Cycle 2* ini?
4. Apa saran Ibu, untuk pembelajaran *speaking* dengan menggunakan *role play*?
5. Apakah menurut Ibu, siswa kelas XI IPS 3 ini menyukai kegiatan *speaking* dengan menggunakan *role play*, seperti sekarang ini? Jika iya, apa indicator yang terlihat dari mereka, Pak?

**2. For the Students**

1. Apa pendapat kamu untuk kegiatan *speaking* selama belajar 6 kali pertemuan ini?
2. Apakah kamu menyukai kegiatan *speaking* dengan penggunaan *alternative rock songs* seperti ini?
3. Apakah penggunaan *alternative rock songs* ini, dapat meningkatkan kemampuan *speaking* kamu?
4. Kemajuan apa saja yang kamu rasakan setelah mengikuti kelas *speaking* dengan menggunakan *alternative rock songs* seperti sekarang ini?
5. Kesan apa yang kamu dapat setelah mengikuti kegiatan *speaking* dengan menggunakan *alternative rock songs* ini?

## **Appendix E**

### **Scoring Rubrics**

## SCORING RUBRICS

### 1) Fluency

Criterion: Speaking fluently in natural hesitations.

**Table 1: Fluency Score and Indicators**

Score	Indicators
10	The student speaks <b>very fluently</b> in communication to perform the expected competency.
9	The student speaks <b>fluently</b> in communication to perform the expected competency but there are natural hesitations.
8	The student speaks <b>quite fluently</b> in communication to perform the expected competency, although there are hesitations which are <b>not quite natural</b> .
7	The student speaks <b>quite fluently</b> in communication to perform the expected competency, although <b>there are often hesitations</b> which are not quite natural.
6	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes she/he impended by language that she/he speaks <b>rather slowly and hesitantly</b> , sometimes those problems disrupt the performance.
5	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes she/he impended by language that she/he <b>speaks slowly and hesitantly</b> , sometimes those problems disrupt the performance.
4	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes she/he impended by language that she/he <b>speaks hesitantly and sometimes pauses quite long</b> ; those problems disrupt the performance.
3	The student <b>speaks very slowly and discontinuously</b> (like speaking per word with simple pattern) even <b>pauses very long</b> in communication to perform the expected competency.
2	The student speaks <b>very slowly and often discontinuously</b> (like speaking per word with simple pattern); <b>suddenly stop</b> in communication to perform the expected competency.
1	The students communicates <b>very difficult</b> to perform the expected competency; he/she speaks <b>very slowly and always discontinuous</b> (like speaking per word with simple pattern) and <b>even stop</b> .

## 2) Pronunciation

Criterion: Speaking in unambiguous sound and use appropriate intonation and pauses.

**Table 2: Pronunciation Score and Indicators**

Score	Indicators
10	The student speaks <b>never</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are appropriate</b> ; all sounds are <b>unambiguous and can be understood</b> .
9	The student <b>speaks almost never</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are appropriate</b> ; a few sounds are <b>ambiguous and can be understood</b> .
8	The student <b>speaks rarely</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are sometimes not appropriate</b> ; some sounds are rather ambiguous but <b>can be understood</b> .
7	The student <b>speaks rarely</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are sometimes no quite appropriate</b> ; some sounds are ambiguous but <b>can be understood</b> .
6	The student <b>speaks often</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are appropriate</b> ; some sounds are <b>ambiguous and rather difficult to be understood</b> .
5	The student speaks make <b>pronunciation mistakes very often</b> in performing the expected competency; intonation and stress are <b>inappropriate</b> ; some sounds are ambiguous and <b>difficult to be understood</b> .
4	The student speaks <b>almost always</b> makes pronunciation mistakes in performing the expected competency; <b>intonation and stress are very inappropriate</b> ; some sounds are ambiguous and <b>difficult to be understood</b> .
3	The student speaks <b>always</b> makes pronunciation mistakes in performing the expected competency; some sounds are <b>ambiguous</b> because pronunciation <b>is not clear</b> ; student speaks <b>without considering intonation and stress</b> .
2	The student speaks always <b>make pronunciation mistakes</b> in performing the expected competency; such as <b>many sounds are ambiguous because pronunciation is not clear</b> .
1	The student speaks <b>cannot pronounce well</b> at all in performing the expected competency; <b>many sounds are ambiguous because pronunciation is not clear</b> .

### 3) Accuracy

Criterion: using simple and complex grammatical structure correctly.

**Table 3: Accuracy Score and Indicators**

Score	Indicators
10	The student speaks <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentence) and in complex structure like complex sentence.
9	The student speaks <b>almost never makes any grammatical mistakes</b> in performing the expected competency; basic grammatical structures like phrases, simple and compound sentence) but <b>makes very mistakes</b> in complex structure like complex sentence, however those mistakes do not impede meaning.
8	The student make grammatical mistakes <b>very rare mistakes</b> in basic grammatical structures (like phrases, simple and compound sentence) and <b>make few mistake in complex structures</b> (like complex sentences) in performing expected competency so that they rather impede meaning.
7	The student makes grammatical mistakes <b>very rare mistakes</b> in basic grammatical structures (like phrases, simple and compound sentence) and <b>makes some mistakes in complex structures</b> (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student speaks <b>sometimes makes grammatical mistakes very rare</b> in basic grammatical structure (like phrases, simple and compound sentence) and <b>makes quite a lot mistakes</b> in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
5	The student <b>often makes grammatical mistakes</b> in basic grammatical structure (like phrases, simple and compound sentence) and <b>makes quite a lot mistakes in complex structures</b> (like complex sentences).
4	The student <b>very often makes grammatical mistakes</b> in basic grammatical structure (like phrases, simple and compound sentence) and <b>makes many mistakes in complex structures</b> (like complex sentences) the mistakes strongly impede communication in performing expected competency.
3	The student <b>usually makes grammatical mistakes in most of basic grammatical structure</b> (like phrases, simple and compound sentence) and <b>there is no effort to use complex structure well</b> , the mistakes strongly impede communication in performing expected competency.
2	The student <b>always makes grammatical mistakes</b> in most of basic grammatical structure (like phrases, simple and compound sentence) and <b>there is no effort to use complex structure well</b> , the mistakes strongly impede communication in performing expected competency.



1	The <b>student has no mastery of grammar</b> to perform the expected communication so that the grammatical structures are <b>entirely incorrect</b> .
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#### 4) Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

**Table 4: Vocabulary Scores and Indicators**

Score	Indicators
10	The student <b>uses so many vocabulary variations</b> and <b>no mistakes in word choice</b> in performing the expected competency.
9	The student <b>uses many vocabulary variations</b> and <b>only makes very few mistakes in word choice</b> in performing the expected competency.
8	The student <b>uses quite many vocabulary variations</b> and <b>only makes few mistakes in word choice</b> but those are sufficient in performing the expected competency.
7	The student uses <b>few vocabulary variations</b> and <b>uses word choices, which are not appropriate</b> but sufficient to perform the expected competency. He/she has to explain ideas to get the appropriate word.
6	The student <b>uses very few vocabulary variations</b> and <b>uses word choices, which are not quite appropriate and not quite sufficient</b> to perform the expected competency. He/she has to explain ideas to get the appropriate words.
5	The student <b>uses limited vocabulary and inappropriate word choices</b> to perform the expected competency. He/she <b>often explain ideas because of the insufficient vocabulary</b> and <b>sometimes asks teacher to express certain ideas.</b>
4	The student <b>uses limited vocabulary and very inappropriate word choices</b> to perform the expected competency. He/she <b>often explain ideas because of the insufficient vocabulary</b> and <b>sometimes asks teacher to express certain ideas.</b>
3	The student <b>uses limited vocabulary</b> to perform the expected competency. So that <b>the communication is rather difficult to understand.</b> He/she <b>often asks teacher to express certain ideas.</b>
2	The student <b>uses very limited vocabulary</b> to perform the expected competency. So that <b>the communication is difficult to understand.</b> He/she <b>has to ask teacher to express certain ideas.</b>
1	The student <b>has no mastery of vocabulary</b> to perform the expected competency so that <b>the communication is unclear and very difficult to understand.</b> He/she <b>always asks to the teacher to be able express ideas</b>

## **Appendix F**

### **Questionnaire**

## KUESIONER

Assalamualaikum Wr. Wb.

Adek-adek terimakasih atas waktu yang kalian berikan. Ini merupakan kuisoner untuk mengetahui bagaimana pembelajaran Bahasa Inggris selama ini, baik saat sebelum dengan peneliti ataupun saat dengan peneliti. Kerahasaan identitas adek-adek akan terjamin. Silahkan mengikuti petunjuk yang telah ada:

Berdasarkan *statements* dibawah ini, beri tanda (V) salah satu angka dari 5 pilihan (1-5) yang mencerminkan frekuensi kesepahaman dengan *statements* yang ada.

**Nama :**

**No / Kls :**

- 1 = SANGAT TIDAK SETUJU**
- 2 = TIDAK SETUJU**
- 3 = NETRAL**
- 4 = SETUJU**
- 5 = SANGAT SETUJU**

NO	PERNYATAAN	1	2	3	4	5
1	Pelajaran Bahasa Inggris selama kelas XI ini telah memenuhi kebutuhan saya.					
2	Pembelajaran Bahasa Inggris selama kelas XI, cukup memberikan wadah untuk praktek <i>speaking</i> .					
3	Sebelum menggunakan musik, saya pernah praktek <i>speaking</i> dengan menggunakan <i>materi lain</i> saat pelajaran Bahasa Inggris di kelas XI.					
4	Ketika ada kesalahan pelafalan guru memberikan koreksi ataupun <i>feedback</i> .					
5	Saya telah fasih <i>speaking</i> sebelum mengikuti metode pembelajaran <i>speaking</i> dengan menggunakan Lagu Rock Alternative.					
6	Saya sering ragu-ragu dalam berucap Bahasa Inggris, karena takut salah,					
7	Aktifitas <i>speaking</i> dengan menggunakan Lagu Rock Alternative yang dilakukan peneliti dapat memberikan wadah yang cukup untuk praktek <i>speaking</i> saya.					
8	Aktifitas pembelajaran dengan menggunakan lagu alternative rock dapat meningkatkan pemahaman saya terhadap bahasa Inggris.					
9	Aktifitas <i>speaking</i> dengan menggunakan					

	Lagu Rock Alternative ini dapat meningkatkan kosakata bahasa Inggris saya.					
10	Melalui aktifitas speaking dengan menggunakan Lagu Rock Alternative ini, saya memahami tentang intonasi yang digunakan dalam berbicara.					
11	Melalui aktifitas speaking dengan menggunakan Lagu Rock Alternative ini, kefasihan saya dalam <i>speaking</i> meningkat.					
12	Melalui aktifitas speaking dengan menggunakan Lagu Rock Alternative ini, saya dapat meningkatkan pemahaman saya.					
13	Aktifitas speaking dengan menggunakan Lagu Rock Alternative ini ini dapat meningkatkan ketepatan pelafalan dalam <i>speaking</i> saya.					
14	Peneliti sering memberikan <i>feedback</i> dan koreksi yang membangun ketika saya melakukan kesalahan dalam <i>speaking</i> .					
15	Penugasan dengan aktifitas speaking dengan menggunakan Lagu Rock Alternative yang diberikan oleh peneliti telah mencakup kebutuhan <i>speaking</i> saya.					
16	Kegiatan yang di lakukan peneliti dapat memotivasi saya dalam praktek <i>speaking</i> .					
17	Penugasan yang diberikan peneliti untuk meningkatkan kemampuan <i>speaking</i> saya dalam aktifitas speaking dengan menggunakan Lagu Rock Alternative ini menggunakan penugasan <i>oral</i> .					
18	Pembelajaran <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini sangat menarik bagi saya.					
19	Saya merasa <i>enjoy</i> saat mengikuti aktifitas speaking dengan menggunakan Lagu Rock Alternative.					
20	Aktifitas speaking dengan menggunakan Lagu Rock Alternative ini dapat meningkatkan kreativitasan saya dalam penggunaan vocabulary.					
21	Aktifitas speaking dengan menggunakan Lagu Rock Alternative ini dapat					

	meningkatkan kemampuan <i>speaking</i> saya.					
22	Peneliti menggunakan media yang menarik untuk meningkatkan kemampuan <i>speaking</i> saya.					

## **Appendix G**

### **Field Notes**

**Field Note 1**

**Date**                      **Saturday, 8 February 2014**

**Lokasi**                      **SMA N 1 Pleret**

**Time**                      **11.30-12.15.**

Peneliti datang ke sekolah dan memarkirkan motornya di parkir tamu. Kemudian menuju kantor koordinator untuk menemui bapak Djatmiko selaku koordinator perijinan. Di ruang beliau, peneliti bertemu dengan satpam dan ditanya mengenai keperluan. Setelah menjelaskan maksud kedatangan peneliti, pak satpam kemudian meiminta peneliti menunggu pak Djatmiko di ruangan beliau. Selang 5 menit kemudian, bapak Djatmiko datang ke ruangan dan menyambut peneliti. Disini, beliau juga menanyakan maksud dari kedatangan peneliti. Peneliti menyampaikan bahwa maksud kedatangannya ialah untuk menemui guru dan meminta ijin penelitian di lokasi tersebut. Kemudian peneliti diminta untuk langsung menuju ke ruang guru dan menunggu Ibu Vera Afri Iswanti selaku guru pengampu bahasa inggris untuk kelas XI IPS, kelas dimana peneliti akan mengimplementasikan metodenya. Setelah menunggu kurang lebih selama 10 menit, Ibu Vera datang di kantor dan peneliti langsung menghampiri beliau. Setelah peneliti menjelaskan maksud kedatangannya beliau kemudian mengatakan bahwa guru pengampu untuk skill yang akan diimplementasikan peneliti adalah Ibu Dara Zukhana. Berhubung guru yang bersangkutan sedang tidak berada di tempat, maka peneliti diminta untuk menunggu beberapa waktu. Selang 10 menit, ibu Dara Zukhana datang. Peneliti kemudian menyampaikan maksud untuk melakukan penelitian di kelas beliau. Beliau menanggapi dengan positif dan sempat melihat sebentar RPP yang dibawa oleh peneliti, namun karena kebetulan pada hari itu guru-guru akan mengadakan acara, maka beliau hanya menemui sebentar dan peneliti diminta untuk menemui beliau minggu berikutnya, namun beliau sudah menyetujui peneliti untuk melakukan penelitian di tempat tersebut.

**Field Note 2**

**Date**                      **Tuesday, 11 February 2014**

**Lokasi**                      **Universitas Negeri Yogyakarta, Fakultas Bahasa dan Seni**

**Time**                      **08.30-15.15.**

Hari itu peneliti bermaksud meminta persetujuan penelitian dari pembimbing dua, karena sehari



sebelumnya pembimbing pertama sudah menyetujui peneliti untuk turun ke lapangan. Tiba di Fakultas Bahasa dan Seni pukul 08.15, peneliti menunggu pembimbing 2, Ibu Siwi Karmadi Kurniasih, M.Hum. tiba di kantornya. Sekitar pukul 10.20, beliau tampak berjalan menuju kantor jurusan bahasa inggris. Peneliti bergegas menemui beliau dan menanyakan persetujuan beliau untuk penelitian. Setelah mendapat persetujuan dari beliau, peneliti bergegas menyiapkan lembar persetujuan yang akan di tanda tangani oleh kedua pembimbing. Pukul 13.20, peneliti menuju kantor PLA untuk meminta surat pengantar penelitian, namun setelah dicek oleh petugas PLA, lembar persetujuan yang dibawa peneliti ternyata salah dan harus membubuhkan tanda tangan ketua jurusan dan wakil dekan. Mengetahui hal tersebut, peneliti bergegas memperbaiki lembar persetujuan dan kembali meminta tanda tangan dari pembimbing 1 dan pembimbing 2. Namun, ketika akan meminta tanda tangan dari ketua jurusan, ternyata beliau sedang tidak berada di tempat, tiba-tiba seorang kakak kelas mengatakan bahwa ia akan bimbingan dengan beliau di ruang seminar rektorat Universitas Negeri Yogyakarta. Karena pertimbangan waktu, akhirnya peneliti mengikuti kakak kelas menuju rektorat untuk menemui ketua jurusan. Berhubung kakak kelas harus bimbingan terlebih dahulu dengan beliau, maka peneliti menunggu hingga kakak kelas tersebut selesai dan kemudian meminta tanda tangan dari ketua jurusan.

### Field Note 3

**Date** Thursday, 13 February 2014

**Lokasi** Bappeda Keparitihan Yogyakarta, Kantor Bappeda Bupati Bantul

**Time** 08.30-15.15.

Peneliti melanjutkan perjalanan penelitiannya menuju Kantor Keparitihan Yogyakarta dengan membawa persyaratan yang dibutuhkan. Setelah surat perijinan dari Keparitihan di berikan, peneliti diminta untuk mengcopy sejumlah beberapa lembar untuk kemudian mendapatkan pengesahan dari Keparitihan. Peneliti kemudian meluncur ke Bappeda Bupati Bantul di Paseban. Di lokasi terdapat banyak antrian sehingga peneliti harus menunggu sementara waktu. Namun berhubung pada waktu sudah hampir tiba jam istirahat kantor, peneliti harus menunggu antrian hingga jam istirahat kantor usai dimana kantor dibuka kembali. Pukul 14.15, peneliti sudah mendapatkan surat perijinan dari Bappeda Bantul. Sama seperti sebelumnya, peneliti diminta

untuk memfotocopy sejumlah beberapa lembar untuk kemudia dicap sebagai pengesahan.

#### Field Note 4

**Date** 20 Februari 2014

**Lokasi** Kelas XI IPS 3

**Time** 09.35 – 11.30

Peneliti bersama kolaborator memasuki kelas, beberapa siswa Nampak datang terlambat karena ada yang menunaikan ibadah sholat dhuhur dulu sebelumnya. Pengkondisian berlangsung beberapa waktu sampe semua siswa masuk kedalam kelas. Peneliti kemudian memperkenalkan diri dan menyampaikan maksud pada hari itu. Peneliti meminta siswa untuk menyiapkan diri untuk pre-test pada hari itu. Siswa diberi waktu 20 menit untuk menyiapkan diri, setelah 20 menit berlalu, peneliti meminta siswa untuk maju didepan kelas bersama dengan partner mereka masing. Karena pre-test hari itu adalah dialog, banyak dari siswa, hampir semuanya, membawa catatan mereka ketika maju kedepan kelas. Beberapa siswa juga berbicara sangat pelan saat maju didepan kelas, sehingga peneliti membutuhkan usaha ekstra untuk menilai siswa. Setelah pre-test berakhir, peneliti menutup pelajaran pada hari itu dan siswa diperbolehkan pulang.

#### Field Note 5

**Date** 24 Februari 2014

**Lokasi** Kelas XI IPS 3

**Time** 12.00 - 13.30

Pelajaran dimulai puku 12.25, atatu 2 jam terakhir kegiatan pembelajaran hari itu. Guru membuka pelajaran dengan mengucap salam, berdoa dan menanyakan kesiapan siswa untuk mengikuti pelajaran. Ketika guru menanyakan, *How are you today?* Semua serempak menjawab, *Fine, thank you, and you?*. Namun ketika guru menanyakan “*What did you do last night?*” beberapa siswa menjawab dengan “*sleeping, eating, watching tv.*” Kebanyakan dari mereka mulai berani nyletuk dengan menggunakan bahasa Inggris.

Guru menampilkan gambar dan meminta siswa untuk mengidentifikasi gambar, ketika guru menanyakan gambar yang ditayangkan menunjukkan apa salah satu siswa menjawab, "itu lagi *mewek,mas*" dan disambut dengan gelak tawa siswa lain. Kemudian guru memutar lagu Richard Marx yang berjudul *Right Here Waiting*. Mereka tampak menikmati lagu yang diputarkan.

Guru menanyakan kepada siswa apa saja unsur dalam lagu tersebut lalu memberikan contoh ungkapan lain terkait materi tersebut. Setelah itu, guru memperlihatkan sebuah contoh dialog dan meminta 2 siswa untuk membaca dialog yang ditampilkan. Selesai membaca, guru dan siswa bersama-sama mendiskusikan isi dari dialog yang dibaca, dilanjutkan pemberian tugas membuat dialog terkait dengan materi. Siswa membuat dialog secara berpasangan dengan teman sebangkunya. Pada saat membuat dialog, siswa banyak yang bertanya kepada guru dan peneliti, beberapa dari mereka tampak kebingungan memulai membuat dialog. Beberapa dari mereka tampak menggunakan gadgetnya untuk mencari lirik lagu tersebut, namun kebanyakan dari mereka Karena guru-guru pada hari itu ada acara lain maka waktu jam pelajaran dikurangi, sehingga ketika waktu sudah habis banyak yang belum menyelesaikan tugas. Guru akhirnya menutup pelajaran dan meminta siswa untuk mempelajari topic hari itu di rumah.

### Field Note 6

**Date** 27 Feburari 2014

**Lokasi** Kelas XI IPS 3

**Time** 12.00 – 13.30

Guru memasuki kelas dengan Kolaborator dan Observer, kemudian memulai pelajaran dengan berdoa. Guru menanyakan kesiapan siswa dan mengulas kembali topic di pertemuan sebelumnya. Guru mengecek tugas siswa dan siswa meminta guru untuk kembali memutar lagu yang digunakan pada pertemuan sebelumnya sembari mereka menyelesaikan tugas mereka. Guru memutar kembali lagu sembari mengitari kelas dan menanyakan kesulitan siswa, kebanyakan jawaban mereka masih sama yakni kesusahan dalam memahami lagu yang diputar untuk direpresentasikan kedalam dialog. 30 Menit menjelang pelajaran usai, guru meminta siswa untuk maju dan mempraktekan dialognya di depan kelas. Seperti sebelumnya, siswa hanya diam saja

namun kemudian ada siswa yang dengan sukarela menjadi praktikan pertama. Menjelang mendekati akhir pelajaran, keadaan menjadi kurang terkendali, siswa mulai ribut. Guru berusaha meminta siswa untuk tenang namun dikarenakan sudah mendekati waktu pulang mereka semakin tambah menjadi. Beruntung semua siswa mendapatkan giliran hari itu walaupun butuh usaha ekstra untuk menilai.

### Field Note 7

**Date**                      **3 Maret 2014**

**Lokasi**                    **Kelas XI IPS 3**

**Time**                      **09.35 – 11.30**

Pelajaran dimulai pukul 09.35, guru membuka pelajaran dengan mengucapkan salam, kemudian dilanjutkan dengan berdoa dan mengkondisikan siswa dan menanyakan kesiapan siswa untuk mengikuti pelajaran. Pengkondisian siswa berlangsung selama 10 menit karena siswa masih kelelahan setelah pelajaran olahraga di jam sebelumnya. Namun walaupun kelelahan siswa tampak lebih antusias. Ketika akan membuka pelajaran ada siswa yang bertanya, “hari ini kita mau *ndengerin* lagu lagi kan mas?”

Ketika guru menanyakan, *How are you today?* Semua kembali serempak menjawab, *Fine, thank you, and you?*”. Dan ketika guru menanyakan “*Did you study last night?*” S menjawab, “*No, sir*”.

Dan guru pun menanyakan kembali, “*Why?*” S pun menjawab “*Because I am sleeping, sir.*”

Guru pun kembali menjawab, “*So, you didn’t study because you were sleeping.*”

Guru menyampaikan materi kepada siswa, memutar lagu tentang cinta dan siswa diberi tugas untuk mendengarkan dan memahami lagu yang diputar. Setelah lagu selesai, guru bersama dengan siswa mendiskusikan ungkapan-ungkapan yang digunakan dalam menyatakan cinta.

Guru memberikan tugas kepada siswa untuk membuat dialog ekspresi ungkapan cinta dengan teman sebangkunya. Banyak siswa yang menggunakan gadgetnya untuk mencari lirik lagu yang diperdengarkan, kebanyakan dari mereka penasaran dengan lagu tersebut, namun dengan penggunaan gadget itu pula banyak dari mereka yang bias mengerjakan tugas dengan lebih mudah.

Pada pukul 11.20 pelajaran selesai, guru memimpin berdoa dan mengucapkan salam penutup

sembarui mengumumkan bahwa pertemuan yang selanjutnya adalah post-test.
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### Field Note 7

**Date**                      **7 Maret 2014**

<b>Lokasi</b>	<b>Kelas XI IPS 3</b>
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<b>Time</b>	<b>09.35 – 11.30</b>
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<p>Pelajaran dimulai pukul 09.35, guru membuka pelajaran dengan mengucapkan salam, kemudian dilanjutkan dengan berdoa dan mengkondisikan siswa dan menanyakan kesiapan siswa untuk mengikuti pelajaran. Siswa terlihat lebih santai dalam mengikuti pelajaran.</p>
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<p>Guru mengulas kembali materi sebelumnya, tentang ungkapan cinta. Karena hari ini adalah post test bagi siswa, guru memberi waktu bagi siswa untuk menyiapkan diri. Memasuki paruh kedua, guru memulai test. Siswa yang sudah sap diminta untuk ke depan. Banyak dari mereka yang menggunakan gerak tubuh, bahkan ada sisaw yang sampai berguling-guling dan menjadi tertawaan sekelas. Pada pukul 11.20 pelajaran selesai, guru mengucapkan terima kasih atas kerjasama seluruh siswa, memimpin berdoa dan mengucapkan salam penutup.</p>
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## **Appendix H**

### **Interview Transcripts**

## INTERVIEW TRANSCRIPTS

**Rp: Respondent, R: Researcher, ET: English Teacher, S: Student,  
C: Collaborator**

### Interview 1

**Rp : Teacher**

R : Selamat siang Bu.

ET : Selamat siang mas, gimana, ada yang bias saya bantu?

R : Begini bu, saya mau bertanya-tanya dikit tentang pengajaran di kelas..hehe..

ET : Oo..gitu..sini duduk disini dulu aja biar lebih enak ngobrolnya.

R : Hehe... iya Bu. Kalo menurut ibu,bagaimana tentang pengajaran di kelas secara keseluruhan?

ET : Lumayan sih mas, tapi ya itu tadi, tau sendiri kan anak-anak sini gimana pas kamu PPL kemarin, harus butuh perjuangan ekstra (tertawa).

R : Memang iya bu, kemarin pas saya PPL itu juga harus nyiapin tenaga tambahan, dan mental ekstra juga.hehe..

ET : Nha itu, kadang harus diakali juga biar mereka mau memperhatikan materi.

R : Saya sependapat bu dengan pendapat ibu,apalagi mengajar speaking.hehe..oiya,ngomong seberapa sering ibu mengajar speaking?

ET : Wah enggak tentu e mas, kan kalau yang buat ujian kebanyakan reading sama writing,jadi ya itu yang di utamakan, kalau buat speaking biasanya

menurut sama silabus saja.

R : Menurut ibu, dari sub skills speaking yang ada, subskill mana yang paling sulit dikuasai siswa?

ET : Biasanya pada terkendala di *vocab* mas, pada bingung mau ngomong apa, sama itu pelafalannya, kebanyakan pada asal saja.

R : Berarti sama seperti yang saya temu ketika PPL ya bu..lalu dalam mengajar speaking metode apa yang ibu gunakan?

ET : Biasanya saya pake power point mas, *tag* bikin meriah biar pada tertarik memperhatikan.

R : Lalu bagaimana minat siswa dalam pembelajaran bu?

ET : Minatnya yaa kayak gitu lah mas, stagnan..*ntar* kalau ada yang lagi lumayan menarik naik minatnya, tapi kalau pas materinya lumayan susah yaa turun lagi.

R : Apa anak sering terlihat aktif dalam proses speaking?

ET : Aktif mas, tapi kalau pas ditunjuk (terkekeh)..gimana ya mas, pada diem e kalo pas pelajaran, misalnya bicara pun karena kepepet atau pas *njawab* pertanyaan, itu *aja*.

R : Bagaimana kemampuan siswa dalam speaking? Apakah sudah sesuai harapan?

ET : Ya begitulah mas, yang penting mereka pada lulus ujian saja targetnya.

R : Masalah apa yang sering dihadapi dalam mengajar speaking?

ET : Yang paling kelihatan itu pada *diem* aja mas *kalo* pas di Tanya, *ntar* giliran gurunya menerangkan malah pada rame sendiri.



- R : Lalu, bagaimana pemecahannya?
- ET : Kadang saya kerasi,tapi ya itu tadi,namanya masih anak-naka,mala tambah bandel. Tau sendiri kan mas.
- R : Baik Bu, terimakasih. Kalau begitu saya pamit dulu Bu.
- ET : Ya mas, ati ati di jalan.

## Interview 2

### RP : S (Siti Nur Asiyah)

- R : Wah lagi santai ne duduk-duduk (tersenyum).
- S : Iya ini mas, *ngisis* di luar, di dalam *sumuk banget* e..hehe
- R : Boleh nanya-nanya bentar ega dek? Kan besok aku mau penelitian ini disini.
- S : Berati besok yang ngajar bukan Ibunya mas?
- R : Iya, selama *aku* penelitian disini aku yang ngajar.
- S : Asiik (terkekeh)..
- R : Ngomong-ngomong ne, adik senang ega belajar bahasa inggris?
- S : Gimana ya mas, dong aja ega e (tertawa).
- R : Trus kalo speaking gitu, gimana?
- S : Wah itu mas, nyerah deh kalo speaking.
- R : Terlalu sulit 'pa dek? Ega tanya sama Bu Dara kalau pas ada kesulitan?
- S : Bingung mas mau ngomong apa, mau tanya 'ma gurunya juga malu

sama bingung mana yang mau di tanyain hla *wong éga* bisa semua..hehe

R : Nha speaking kana da banyak unsurnya dek,kalo menurut adik, sub skill speaking apa yang paling susah? (Grammar, Vocabulary, Pronunciation)

S : Semuanya mas (tertawa)

R : Yang paling susah dek, misalnya kosa kata atau pelafalannya gitu.

S : Kosa kata mas, banyak yang ‘ga tau bahasa inggrisnya apa.

R : Memang seberapa sering gurunya mengajar speaking di kelas?

S : Ega mesti mas, kadang-kadang aja.

R : Lalu pas ngajar speaking biasanya pake metode apa dek?

S : Biasanya *sih* langsung masuk materi gitu, turs pake power point gitu mas, trus ada *lope lope* nya di slide, pokoknya meriah lah, tapi kurang enak aja kalau sama ibunya.

R : Kurang enaknya gimana dek?

S : Gurunya Cuma duduk aja mas, kan kita juga jadi ngantuk,apalagi kalau udah jam terakhir.

R : Ngomong soal ngantuk,kan biasanya pada ndengerin music tu, adik suka ndengerin music juga *ndak*?

S : Lumayan mas,kadang-kadang..hehe..tapi *ega* tentu juga.

R : Biasanya adik suka ndengerin lagu barat atau indo? Lagunya siapa?

S : Ega punya selera mas..hehe yang penting enak di denger aja lagunya

R : Nha kalo lagu barat kan biasanya pake aksen asli sana ne,kalo bagi adek aksen native speaker susah ega buat dimengerti?

- S : Malah lebih enak native nya mas,kan udah khas banget apa itu tadi aksennya ya.
- R : Trus kalo aksen tadi dimasukin dalam music kira-kira lebih gampang buat dipahami nggak?
- S : Tergantung musiknya juga mas,kalau enak didenger sih mungkin jadi gampang, mungkin lo mas (tertawa)
- R : Trus metode yang kayak apa yang adik harapkan untuk diterapkan di masa yang akan datang?
- S : Yang enak mas, pokoknya yang bikin greget buat belajar gitu,yang jelas nggak ngebosenin mas..hehe
- R : Makasih ya dek buat waktunya..eia,ngomong-ngomong namamu siapa ya? Hehe
- S : Siti mas..ah mas nya ini masa tanya nama belakangan (tertawa)
- R : Siti yang atas apa yang bawah? Ada dua ini siti nya (terkekeh)
- S : Yang atas mas.
- R : Oo..yang ini. Oke makasih dek.

### **Interview 3**

**RP : S (Muhammad Kevin Castinto)**

- R : Permisi dek, namanya siapa?
- S : Kevin, mas.

- R : Oo..kevin ya..mau nanya-nanya sebentar bias kan?
- S : Boleh, mas. Mau Tanya tentang apa?
- R : Adik senang *ndak* dengan bahasa Inggris?
- S : Gimana ya mas, ya gitu lah,biasa-biasa aja (tertawa)
- R : Kalo' gurunya ngajarnya enak *nggak* dek?
- S : Enak *sih* enak-enak aja mas, cuma lebih enak sama guru yang dikelas 1 dulu.
- R : Emang gurunya kalau ngajar pakai metode apa dek?
- S : Ya' gitu mas, pakai power point yang dikasih gambar-gambar gitu. Tapi kurang nyaman juga mas, kurang santai gimana gitu kelasnya.
- R : Kalo dalam bahasa Inggris, menurut adek mana yang paling sulit?
- S : Itu mas, pelafalan sama grammar
- R : Emang ibunya *ndak* pernah ngasi penjelasan pa dek?
- S : Ngasi *sih*, mas. Tapi kan terorinya banyak banget,jadi kita tetep aja bingung (tertawa)
- R : Ibunya sering ngajar speaking ega *sih*, dek?
- S : Kayaknya tergantung materi mas,kalo pas speaking ya speaking gitu..
- R : Trus pake metode apa dek waktu ngajar speaking?
- S : Seringya pake power point mas,yang ada hiasannya gitu..
- R : Oo..gitu..eia,nomong-ngomong adek suka *ndak* ndengerin music?
- S : Lumayan *sih*, mas. Music yang apa tapi?

- R : Lagu-lagu barat gitu dek, suka *ega*?
- S : Suka juga mas,tapi cuma artis tertentu aja,pilih-pilih (tertawa)
- R : Lalu metode mengajar apa yang adik harapkan untuk pengajaran ke depannya?
- S : Pengennya yang enggak monoton mas, yang asik gitu buat diikuti hehe..
- R : Kalo gitu mulai besok ikutin terus kelas saya ya dek, bakal lebih seru dari sebelumnya.
- S : Oke mas, siap.

### Cycle 1

#### Interview 4

**Rp : Afif(Collaborator)**

- R : Hello Bro.. Gimana tanggapan Mr Afif terkait dengan aktifitas using rock music yang saya terapkan pada *Cycle 1* ini ?
- C : Sebenarnya sudah cukup menarik, tapi kalau saya lihat dari pas tadi di kelas anak-anak kurang begitu antusias, apalagi pas udah mau jam pulang tadi, jadi tambah rame juga.
- R : Saya tadi juga sedikit kerepotan, apalagi pas mau pengambilan nilai dan sudah mendekati jam pulang, repot juga tadi jadi kurang jelas juga, coba nanti kita putarkan lagi rekaman video yang sudah dipakai tadi untuk penilaian ulang.
- C : Oiya..saya ada sedikit masukan ini *bro*,tadi waktu mereka mulai

membikin percakapan yang didasarkan pada yang diputar sebagian bingung bagaimana mau memulai dialognya, tadi ada yang Tanya pada saya juga disuruh gimana dialognya, mungkin untuk penilaian yang selanjutnya bias memilih video dan lagu yang lebih enak dan lebih mudah dipahami begitu..

- R : Masukan yang bagus sekali itu *bro*, untuk yang cycle selanjutnya saya carikan materi yang lebih mudah untuk dimengerti dan lebih menarik. Tapi kalau dibandingkan dengan pre-test kemarin bagaimana *bro*?
- C : Jelas lebih baik yang ini *bro*, walaupun hanya terlihat sedikit tapi sedikitnya sudah menunjukkan ada improvisasi.

### Interview 5

#### Teacher : Bu Dara

- R : Selamat siang bu, ini ibu sudah mau pulang?
- ET : Eh..mas Dito, belum kok mas, silakan ada yang mau ditanyakan?
- R : Iya bu..ada beberapa yang mau saya tanyakan ini terkait dengan implementasi di kelas tadi.
- ET : Oo..yang tadi yaa..kalau menurut saya materinya udah lumayan menarik itu mas,saya pernah pakai lagu seperti itu juga tapi cuma lagu lama, enggak tahu kalau mas Dito punya ide yang sama tapi dengan lagu yang lebih fresh..(tersenyum)
- R : Itu idenya juga tidak sengaja muncul bu waktu saya sedang melamun,terpikirkan begitu saja dan sebelumnya saya juga sudah pernah mencoba pakai waktu PPL dulu.

- ET : Bagus it mas buat temuan baru..(tersenyum)
- R : Oiya bu..kalau menurut ibu selama penelitian tadi apakah ada kendala waktu saya mengimplementasikan metode saya?
- ET : Kalau saya melihat memang masih ada kekurangan mas, tadi masih ada beberapa anak yang bingung, setelah mendengar lagu tadi kan diminta untuk membuat dialog berdasarkan lagu, mereka itu bingung mau digimanain dialognya, terus ada beberapa yang bertanya kepada saya juga tadi.
- R : Jadi ada beberapa kekurangan ya tadi bu di dalam pengimplementasian.
- ET : Tapi kalau secara keseluruhan metode yang kamu terapkan itu sudah bagus mas, tadi mereka terlihat lebih antusias, walaupun sewaktu mendekati selesai mulai pada ribut, maklum, kan tadi itu jam terakhir mas.
- R : Kalau dari segi efektif, apakah efektif bu penggunaan metode ini dalam pembelajaran?
- ET : Saya lihat lumayan efektif mas, tapi juga sebaiknya jangan terlalu sering dipakai.
- R : Lalu untuk pertemuan berikutnya, apakah ibu ada saran atau masukan dengan materi yang akan saya susun?
- ET : Untuk lagunya sebaiknya menggunakan yang lebih mengarah langsung kepada materi mas, biar siswanya tidak pada bingung lagi, lalu untuk power pointnya tolong dibuat seperti tadi ya mas, dibuat semenarik mungkin.

## Interview 6

**RP : S (Siti Nur Asiyah)**

**R** : Menurut kamu, bagaimana pendapat kamu tentang penggunaan musik untuk pembelajaran *speaking* di kelas ini?

**S** : Asik mas, ega cuma pakai buku aja kayak biasanya, lebih santai juga..hehe..

**R** : Apakah kamu tertarik dengan pembelajaran *speaking* dengan lagu?

**S** : Tertarik mas, soalnya masnya tadi pake lagu yang enak buat didengar walaupun bingung juga kita waktu disuruh ngerjain tugasnya (tertawa)

**R** : Menurut kamu, apakah ada kesulitan atau hambatan yang kamu temui ketika menggunakan lagu dalam mempelajari *speaking*?

**S** : Susahnya pas disuruh bikin dialog kayak kemarin itu mas, pas diminta berdasarkan lagu sama video yang diputarkan itu, kan kita sempat bingung gimana mau mulainya, tapi kalo pas nyusun dialognya kita enak-enak aja mas.

**R** : Oo gitu..eh tapi kok tadi pas maju scriptnya dibawa dek? Belum hapal atau gimana?

**S** : Kalo hapal *sih* hapal mas, tapi gimana yaa..kayak ada yang kurang gitu kalo ega bawa catetan, jadi agak grogi gimana gitu hehe..

**R** : Lalu menurut kamu, apakah pembelajaran *speaking* dengan menggunakan *musik* ini dapat meningkatkan kemampuan *speaking* kamu?

**S** : Kan baru pertama kali mas, belum terlalu kerasa *sih*, tapi kita enjoy aja



pas belajar di kelas, lebih nyaman dan lebih santai gitu.

- R : Bagaimana saran adik untuk kegiatan selanjutnya?
- S : Pakai lagunya yang lebih jelas mas, misalnya kayak kemarin itu ya lagunya yang lebih mudah buat kita nyusun dialognya (tersenyum).
- R : Oke dek, kita liat besok di pertemuan selanjutnya yaa (tersenyum)

### Interview 7

#### RP : S (Muhammad Kevin Castinto)

- R : Menurut kamu, bagaimana pendapat kamu tentang penggunaan musik untuk pembelajaran *speaking* di kelas ini?
- S : Keren mas, kebetulan aku juga suka ndengerin lagu bahasa inggris, jadi asik-asik aja ngikutinnya hehe..
- R : Menurut kamu, apakah ada kesulitan atau hambatan yang kamu temui ketika menggunakan lagu dalam mempelajari *speaking*?
- S : Cuma pas bikin dialognya aja tadi sempat bingung mas, tapi Cuma bentar luh hehe
- R : Kalo waktu majunya tadi masih bingung *nggak* sama ekspresinya?
- S : Uda lumayan bias memahami mas, tapi yaa pelan-pelan.. Cuma *udah* ega sebingung pas pertemuan kemarin itu.
- R : Lalu menurut kamu, apakah pembelajaran *speaking* dengan menggunakan *musik* ini dapat meningkatkan kemampuan *speaking* kamu?

- S : Dibilang gitu juga boleh deh mas (tertawa)
- R : Bagaimana saran adik untuk kegiatan selanjutnya?
- S : Lagunya pake yang asik ya mas, ya yang easy listening gitu.
- R : Oke dek, kita liat besok di pertemuan selanjutnya yaa (tersenyum)

## Cycle 2

### Interview 8

#### RP : Bu Dara (Teacher)

- R : Bagaimana penilaian Ibu terhadap kemampuan *speaking* siswa di *Cycle 2* ini?
- ET : Jauh lebih baik daripada yang pertama kemarin mas, ini tadi anak-anak juga sudah tidak serame kemarin. Waktu kemarin itu *jann Masya Allah* ramenya.ckckck..
- R : Apa saja kekurangan yang ada di *Cycle 2* ini menurut pendapat Ibu?
- ET : Kekurangannya hanya sedikit mas, apalagi jika dibandingkan dengan *Cycle 1* kemarin
- R : Menurut Bapak, kemajuan apa saja, yang di capai siswa dalam *Cycle 2* ini? Dan apakah menurut Bapak, siswa menyukai kegiatan *speaking* dengan menggunakan *musik*, seperti sekarang ini? Jika iya, apa indicator yang terlihat dari mereka, Pak?
- ET : Kalau menurut saya mereka kelihatan lebih antusias mas, selain itu juga waktu kegiatan pembelajaran pada mau memperhatikan juga, *ndak* ada yang ngomong sendiri, mungkin ada satu dua, tetapi habis itu juga

mereka mau mendengarkan.

R : Apa saran Ibu, untuk pembelajaran *speaking* dengan menggunakan *musik*?

ET : Saran ya? Waduh mala saya yang harusnya jadi sering *pake* itu mas (terkekeh)

R : Buat selingan boleh lah bu,'*kan* di Youtube banyak sekali lagu-lagu seperti ibu,tinggal ketik saja keywordnya,tapi *ya* harus dipilih juga,bu.

ET : Oiya mas,saya boleh minta lagu yang dipakai tadi,enak juga didengar (tertawa kecil)

R : Boleh,bu,silakan. Oiya, saya sekalian mohon pamit bu, terimakasih sudah memberi kesempatan untuk penelitian disini. Mohon doanya semoga jalan selanjutnya lancar.

ET : Amin..sama-sama mas,terimakasih juga saya sudah dibantu.

## Interview 9

### RP : S (Poppi Wiretna)

R : Apa pendapat kamu untuk kegiatan *speaking* selama belajar 5 kali pertemuan ini?

S : Asik mas, coba kalau setiap pelajaran kayak gini, bias menikmati kita..hehe..

R : Apakah kamu menyukai kegiatan *speaking* dengan menggunakan musik seperti ini?

- S : Suka banget mas, apalagi lagunya langsung ke materi, jadi *berasa* keluar gitu idenya (tertawa)
- R : Berarti dengan musik ini secara tidak langsung dapat meningkatkan kemampuan *speaking* kamu?
- S : Bisa dibilang begitu lah mas, tapi ga tau luh yaa (terkekeh)
- R : Kemajuan apa saja yang kamu rasakan setelah mengikuti kelas *speaking* dengan menggunakan lagu seperti sekarang ini?
- S : Kita bias lebih menikmati pelajaran mas, abis itu mau ngomong juga ega takut salah hehe..
- R : Kesan apa yang kamu dapat setelah mengikuti kegiatan *speaking* dengan menggunakan lagu ini?
- S : Harusnya bu guru juga sering pakai kayak gini mas, '*kan* kitanya juga ega bosan di kelas gitu..
- R : Besok usul sama gurunya *ajah* dek.hehe..aku balik dulu ya kebetulan udah selesai disini. Sukses ya dek (tersenyum)
- S : Oke mas sama-sama ya.

### Interview 10

**RP : S (Muhammad Kevin Castinto)**

- R : Apa pendapat kamu untuk kegiatan *speaking* selama belajar 5 kali pertemuan ini?
- S : Asik mas,coba kalo ega Cuma 5 pertemuan mas hehehe..
- R : Apakah kamu menyukai kegiatan *speaking* dengan menggunakan musik

seperti ini?

S : Enaknya lebih enjoy mas,apalagi yang mas pake tadi lagunya enak buat didenger.

R : Berarti udah ega bingung lagi kan dengan lagunya?

S : Udah enggak mas,apalagi kalau dibandingkan sama lagu yang sebelumnya,lebih enak yang tadi ini.

R : Berarti dengan msuik ini secara tidak langsung dapat meningkatkan kemampuan *speaking* kamu?

S : Emm..boleh deh mas (tertawa)

R : Kemajuan apa saja yang kamu rasakan setelah mengikuti kelas *speaking* dengan menggunakan lagu seperti sekarang ini?

S : Lebih enjoy aja mas dalam *ngikuti* pelajaran,selain itu juga mau ngomong *udah* enggak ragu lagi,mau salah juga *ga'* masalah.

R : Kesan apa yang kamu dapat setelah mengikuti kegiatan *speaking* dengan menggunakan lagu ini?

S : Pengennya semoga Bu Guru juga sekali-sekali *pake* metode ini mas,boleh lah buat sampingan atau selingan (tertawa)

R : Semoga saja dek,*neq* *gak* ya usul saja,sepertinya temen-temenmu juga pada suka kok (tersenyum). Kalo gitu aku pamit dulu ya,makasih buat kerjasamanya.

S : Sama-sama mas, sukses.

# **Appendix I**

## **Students' Test Score**

### The Students' Speaking Score in the Pre-Test

No.	Names	ASPECTS								Score	
		F		P		V		ACC			
		R	C	R	C	R	C	R	C	R	C
1.	Dwi Yuni Nurkhayati	5	5	5	5	7	6	6	5	5.75	5.25
2	Fachri Sholikhhi	5	6	5	6	6	7	6	5	5.5	6
3	Gusella Nanda Nianto	7	6	7	6	6	7	6	6	6.5	6.25
4	Hesty Anggraini	6	5	6	5	5	6	6	6	5.75	5.5
5	Majid Mukti Jauhari	6	5	6	5	6	6	6	5	6	5.25
6	Mea Olinna	5	5	5	5	5	5	6	5	5.25	5
7	Robi Wahyu Santoso	6	5	6	5	7	5	6	6	6.25	5.25
8	Sari Aisha	6	5	6	5	6	6	5	4	5.75	5
9	Sigit Winarno	5	4	5	4	5	6	5	5	5	4.75
10	Sulvi Septiyani	7	7	7	7	6	7	7	6	6.75	6.75
11	Aivi Suryaningtyas	5	5	5	5	6	6	6	7	5.5	5.75
12	Bima Priyoga Waskita	5	5	5	5	6	6	6	6	5.5	5.5
13	Dhevani Hatta	7	5	7	5	5	6	6	6	6.25	5.5
14	Dhika Riesmayana	7	6	7	6	5	6	6	5	6.25	5.75
15	Ernika Anggraeni	6	7	6	7	7	6	6	6	6.25	6.5
16	Galuh Arsita Sari	6	7	6	7	8	8	6	8	6.5	7.5
17	Gilang Nugraha	7	8	7	8	5	6	6	6	6.25	7
18	Gita Ariesta Reqliani	6	6	6	6	7	5	6	5	6.25	5.5
19	Muhammad Kevin Castinto	7	7	7	7	6	6	7	5	6.75	6.25
20	Nurul Dwi Astuti	6	6	6	6	5	5	7	6	6	5.75
21	Poppy Florensia Wiretna Lancana	7	7	7	7	6	5	6	6	6.5	6.25
22	Ridwan Anadi Nugroho	5	5	5	5	7	6	5	6	5.5	5.5
23	Siti Nufiatun Sholikhah	8	7	8	7	7	7	7	8	7.5	7.25
24	Siti Nur Asiyah	6	6	6	6	6	5	6	5	6	5.5
25	Widya Wulandari	7	6	7	6	6	6	6	5	6.5	5.75
Score		6.12	5.84	6.12	5.84	6.04	6	6.04	5.72	6.08	5.85
Average		5.98		5.98		6.02		5.88		5.96	

### The Students' Speaking Score in the Post-Test 1

No.	Names	ASPECTS								Score	
		F		P		V		ACC			
		R	C	R	C	R	C	R	C	R	C
1.	Dwi Yuni Nurkhayati	7	7	7	8	7	7	7	7	7	7.25
2	Fachri Sholikhi	7	7	7	7	7	7	7	7	7	7
3	Gusella Nanda Nianto	7	7	6	7	7	8	7	6	6.75	7
4	Hesty Anggraini	7	7	7	6	6	7	7	7	6.75	6.75
5	Majid Mukti Jauhari	6	6	6	6	7	7	7	7	6.5	6.5
6	Mea Olinna	7	7	6	6	7	8	8	7	7	7
7	Robi Wahyu Santoso	7	7	7	7	7	8	7	8	7	7.5
8	Sari Aisha	6	6	8	8	6	7	7	7	6.75	7
9	Sigit Winarno	8	7	7	7	7	7	7	7	7.25	7
10	Sulvi Septiyani	7	7	7	7	7	6	6	6	6.75	6.5
11	Aivi Suryaningtyas	7	7	7	7	7	6	6	7	6.75	6.75
12	Bima Priyoga Waskita	7	7	8	7	6	8	6	7	6.75	7.25
13	Dhevani Hatta	7	6	8	7	7	8	7	7	7.25	7
14	Dhika Riesmayana	7	7	8	8	7	7	7	7	7.25	7.25
15	Ernika Anggraeni	7	7	7	6	7	7	8	7	7.25	6.75
16	Galuh Arsita Sari	8	8	8	8	8	8	9	8	8.25	8
17	Gilang Nugraha	7	8	7	7	7	7	6	7	6.75	7.25
18	Gita Ariesta Reqliani	7	7	6	7	6	6	7	7	6.5	6.75
19	Muhammad Kevin Castinto	7	7	8	8	7	7	7	7	7.25	7.25
20	Nurul Dwi Astuti	7	6	6	7	7	6	7	7	6.75	6.5
21	Poppy Florensia Wiretna Lancana	6	7	7	7	6	7	7	6	6.5	6.75
22	Ridwan Anadi Nugroho	7	6	7	7	7	7	7	7	7	6.75
23	Siti Nufiatun Sholikhah	7	6	7	6	6	6	7	7	6.75	6.25
24	Siti Nur Asiyah	7	7	6	7	7	7	7	7	6.75	7
25	Widya Wulandari	7	7	6	6	6	6	7	7	6.5	6.5
Score		6.96	6.84	6.96	6.96	6.76	7	7	6.96	6.92	6.94
Average		6.9		6.96		6.88		6.98		6.93	



### The Students' Speaking Score in the Post-Test 2

No.	Names	ASPECTS								Score	
		R	C	R	C	R	C	R	C	R	C
1.	Dwi Yuni Nurkhayati	8	7	8	8	8	8	8	7	8	7.5
2	Fachri Sholikhhi	8	8	8	8	9	8	8	8	8.25	8
3	Gusella Nanda Nianto	8	8	7	7	7	8	8	8	7.5	7.75
4	Hesty Anggraini	8	8	7	8	8	7	8	7	7.75	7.5
5	Majid Mukti Jauhari	7	7	8	8	8	8	9	7	8	7.5
6	Mea Olinna	7	8	7	7	7	8	8	8	7.25	7.75
7	Robi Wahyu Santoso	8	8	7	7	8	8	8	8	7.75	7.75
8	Sari Aisha	7	8	8	8	7	8	8	8	7.5	8
9	Sigit Winarno	8	8	8	7	7	8	8	8	7.75	7.75
10	Sulvi Septiyani	8	8	8	8	7	8	8	7	7.75	7.75
11	Aivi Suryaningtyas	7	7	8	8	7	8	8	8	7.5	7.75
12	Bima Priyoga Waskita	8	8	8	8	7	8	8	8	7.75	8
13	Dhevani Hatta	8	7	8	8	8	7	8	7	8	7.25
14	Dhika Riesmayana	8	8	7	8	7	8	8	7	7.5	7.75
15	Ernika Anggraeni	8	8	7	7	8	8	8	8	7.75	7.75
16	Galuh Arsita Sari	8	8	7	8	7	7	7	7	7.25	7.5
17	Gilang Nugraha	7	8	7	8	7	7	8	8	7.25	7.75
18	Gita Ariesta Reqliani	8	8	8	8	8	8	8	9	8	8.25
19	Muhammad Kevin Castinto	8	9	9	8	8	9	9	8	8.5	8.5
20	Nurul Dwi Astuti	8	8	7	7	8	7	7	8	7.5	7.5
21	Poppy Florensia Wiretna Lancana	8	7	7	8	7	7	8	7	7.5	7.25
22	Ridwan Anadi Nugroho	8	9	7	8	8	8	8	8	7.75	8.25
23	Siti Nufiatun Sholikhah	7	8	7	8	7	7	8	8	7.25	7.75
24	Siti Nur Asiyah	7	8	7	8	7	8	7	8	7	8
25	Widya Wulandari	8	8	8	8	9	8	7	7	8	7.75
Score		7.72	7.88	7.52	7.76	7.56	7.76	7.92	7.68	7.68	7.77
Average		7.8		7.64		7.66		7.8		7.725	

### The Students' Speaking Score in the Pre-Test

No.	Names	Score		Score Average	Category
		R	C		
1.	Dwi Yuni Nurkhayati	5.75	5.25	5.5	Fair
2	Fachri Sholikhi	5.5	6	5.75	Fair
3	Gusella Nanda Nianto	6.5	6.25	6.38	Fair
4	Hesty Anggraini	5.75	5.5	5.63	Fair
5	Majid Mukti Jauhari	6	5.25	5.63	Fair
6	Mea Olinna	5.25	5	5.13	L
7	Robi Wahyu Santoso	6.25	5.25	5.75	Fair
8	Sari Aisha	5.75	5	5.38	Fair
9	Sigit Winarno	5	4.75	4.88	L
10	Sulvi Septiyani	6.75	6.75	6.75	H
11	Aivi Suryaningtyas	5.5	5.75	5.63	Fair
12	Bima Priyoga Waskita	5.5	5.5	5.5	Fair
13	Dhevani Hatta	6.25	5.5	5.88	Fair
14	Dhika Riesmayana	6.25	5.75	6	Fair
15	Ernika Anggraeni	6.25	6.5	6.38	Fair
16	Galuh Arsita Sari	6.5	7.5	7	H
17	Gilang Nugraha	6.25	7	6.63	H
18	Gita Ariesta Reqliani	6.25	5.5	5.88	Fair
19	Muhammad Kevin Castinto	6.75	6.25	6.5	Fair
20	Nurul Dwi Astuti	6	5.75	5.88	Fair
21	Poppy Florensia Wiretna Lancana	6.5	6.25	6.38	Fair
22	Ridwan Anadi Nugroho	5.5	5.5	5.5	Fair
23	Siti Nufiatun Sholikhah	7.5	7.25	7.38	H
24	Siti Nur Asiyah	6	5.5	5.75	Fair
25	Widya Wulandari	6.5	5.75	6.13	Fair
Score		6.08	5.85	5.96	
Average		5.96			

Score	Frequency	Percentage	Category
$X \geq 6.55$	2	8%	High
$5.38 \geq X < 6.55$	19	76%	Fair
$X < 5.38$	4	16%	Low
Mean	5.96		
Standard Deviation	0.59		

### The Students' Speaking Score in the Post-Test 1

No.	Names	Score		Score Average	Category
		R	C		
1.	Dwi Yuni Nurkhayati	7	7.25	7.125	Fair
2	Fachri Sholikhi	7	7	7	Fair
3	Gusella Nanda Nianto	6.75	7	6.875	Fair
4	Hesty Anggraini	6.75	6.75	6.75	Fair
5	Majid Mukti Jauhari	6.5	6.5	6.5	Low
6	Mea Olinna	7	7	7	Fair
7	Robi Wahyu Santoso	7	7.5	7.25	Fair
8	Sari Aisha	6.75	7	6.875	Fair
9	Sigit Winarno	7.25	7	7.125	Fair
10	Sulvi Septiyani	6.75	6.5	6.625	Fair
11	Aivi Suryaningtyas	6.75	6.75	6.75	Fair
12	Bima Priyoga Waskita	6.75	7.25	7	Fair
13	Dhevani Hatta	7.25	7	7.125	Fair
14	Dhika Riesmayana	7.25	7.25	7.25	Fair
15	Ernika Anggraeni	7.25	6.75	7	Fair
16	Galuh Arsita Sari	8.25	8	8.125	High
17	Gilang Nugraha	6.75	7.25	7	Fair
18	Gita Ariesta Reqliani	6.5	6.75	6.625	Fair
19	Muhammad Kevin Castinto	7.25	7.25	7.25	Fair
20	Nurul Dwi Astuti	6.75	6.5	6.625	Fair
21	Poppy Florensia Wiretna Lancana	6.5	6.75	6.625	Fair
22	Ridwan Anadi Nugroho	7	6.75	6.875	Fair
23	Siti Nufiatun Sholikhah	6.75	6.25	6.5	Low
24	Siti Nur Asiyah	6.75	7	6.875	Fair
25	Widya Wulandari	6.5	6.5	6.5	Low
Score		6.92	6.94	6.93	
Average		6.93			

Score	Frequency	Percentage	Category
$X \geq 7.28$	1	4 %	High
$6.58 \geq X < 7.28$	21	84 %	Fair
$X < 6.58$	3	12 %	Low
Mean	6.93		
Standard Deviation	0.35		

### The Students' Speaking Score in the Post-Test 2

No.	Names	Score		Score Average	Category
		R	C		
1.	Dwi Yuni Nurkhayati	8	7.5	7.75	Fair
2	Fachri Sholikhhi	8.25	8	8.125	High
3	Gusella Nanda Nianto	7.5	7.75	7.625	Fair
4	Hesty Anggraini	7.75	7.5	7.625	Fair
5	Majid Mukti Jauhari	8	7.5	7.75	Fair
6	Mea Olinna	7.25	7.75	7.5	Fair
7	Robi Wahyu Santoso	7.75	7.75	7.75	Fair
8	Sari Aisha	7.5	8	7.75	Fair
9	Sigit Winarno	7.75	7.75	7.75	Fair
10	Sulvi Septiyani	7.75	7.75	7.75	Fair
11	Aivi Suryaningtyas	7.5	7.75	7.625	Fair
12	Bima Priyoga Waskita	7.75	8	7.875	Fair
13	Dhevani Hatta	8	7.25	7.625	Fair
14	Dhika Riesmayana	7.5	7.75	7.625	Fair
15	Ernika Anggraeni	7.75	7.75	7.75	Fair
16	Galuh Arsita Sari	7.25	7.5	7.375	Fair
17	Gilang Nugraha	7.25	7.75	7.5	Fair
18	Gita Ariesta Reqliani	8	8.25	8.125	High
19	Muhammad Kevin Castinto	8.5	8.5	8.5	High
20	Nurul Dwi Astuti	7.5	7.5	7.5	Fair
21	Poppy Florensia Wiretna Lancana	7.5	7.25	7.375	Low
22	Ridwan Anadi Nugroho	7.75	8.25	8	High
23	Siti Nufiatun Sholikhah	7.25	7.75	7.50	Fair
24	Siti Nur Asiyah	7	8	7.5	Fair
25	Widya Wulandari	8	7.75	7.875	Fair
Score		7.68	7.77	7.73	
Average		7.73			

Score	Frequency	Percentage	Category
$X \geq 7.98$	4	16%	High
$7.47 \geq X < 7.98$	20	80%	Fair
$X < 7.47$	1	4%	Low
Mean	7.73		
Standard Deviation	0.26		

## **Appendix J**

### **Questionnaire Results**

### The Questionnaire Result of the Students' Response in Speaking through Alternative Rock Songs

[illegible]

	Riesmayana																								
15	Ernika Anggraeni	2	3	2	2	3	3	4	4	5	4	4	3	4	4	4	4	4	4	5	4	4	4	17	65
16	Galuh Arsita Sari	2	3	2	3	2	3	4	4	5	4	4	3	4	4	4	4	4	5	5	4	4	5	17	67
17	Gilang Nugraha	2	2	2	3	2	3	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	5	16	68
18	Gita Ariesta Reqliani	3	3	2	2	3	3	4	4	3	4	4	4	4	4	4	4	4	4	5	4	4	5	18	65
19	Muhammad Kevin Castinto	2	3	2	2	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	16	65
20	Nurul Dwi Astuti	2	3	2	2	1	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	15	65
21	Poppy Florensia Wiretna Lancana	3	2	2	2	3	2	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	16	66
22	Ridwan Anadi Nugroho	2	3	2	3	3	2	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	17	66
23	Siti Nufiatun Sholikhah	2	3	2	2	4	2	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	17	65
24	Siti Nur Asiyah	3	3	2	2	3	3	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	18	66
25	Widya Wulandari	3	2	2	2	3	2	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	16	65

**Notes: A is total score of students' response before actions**

**B is total score of students' response after actions**

No	Purposes of the Questionnaire	Pernyataan	Analysis
1	Students' feeling toward speaking activities before using Alternative rock songs.	Pelajaran Bahasa Inggris selama kelas XI ini telah memenuhi kebutuhan saya.	Disagree : 13 Neutral : 12
2	Students' feeling toward speaking activities before using Alternative rock songs.	Pembelajaran Bahasa Inggris selama kelas XI, cukup memberikan wadah untuk praktek <i>speaking</i> .	Absolutely Disagree : 1 Disagree : 10 Neutral : 14
		Sebelum menggunakan musik, saya pernah praktek <i>speaking</i> dengan menggunakan <i>materi lain</i> saat pelajaran Bahasa Inggris di kelas XI.	Disagree : 22 Neutral : 3
3	Students' responses in the use of Alternative rock songs as a technique in learning speaking.	Aktifitas speaking dengan menggunakan Lagu Rock Alternative yang dilakukan peneliti dapat memberikan wadah yang cukup untuk praktek <i>speaking</i> saya.	Agree : 23 Absolutely Agree : 2
4	Students' feeling toward speaking activities before using Alternative rock songs.	Ketika ada kesalahan pelafalan guru memberikan koreksi ataupun <i>feedback</i> .	Disagree : 21 Neutral : 4
5	Students' ability in speaking	Aktifitas speaking dengan menggunakan Lagu Rock	Agree : 25



	English, after using Alternative rock songs.	Alternative ini ini dapat meningkatkan ketepatan pelafalan dalam <i>speaking</i> saya.	
6	Students' ability in speaking English, after using Alternative rock songs.	Aktivitas pembelajaran dengan menggunakan lagu alternative rock dapat meningkatkan pemahaman saya terhadap bahasa Inggris.	Agree : 25
7	Students' ability in speaking English, after using Alternative rock songs.	Aktivitas <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini dapat meningkatkan kosakata bahasa Inggris saya.	Neutral : 1 Agree : 6 Absolutely Agree : 18
8	Students' ability in speaking English, after using Alternative rock songs.	Melalui aktivitas <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini, saya memahami tentang intonasi yang digunakan dalam berbicara.	Agree : 25
9	Students' ability in speaking English, after using Alternative rock songs.	Melalui aktivitas <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini, kefasihan saya dalam <i>speaking</i> meningkat.	Agree : 23 Absolutely Agree : 2
10	Students' ability in speaking English, after using Alternative rock songs.	Melalui aktivitas <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini, saya dapat meningkatkan pemahaman saya.	Neutral : 4 Agree : 15 Absolutely Agree : 6
12	Students' ability before using	Saya telah fasih <i>speaking</i> sebelum mengikuti metode pembelajaran <i>speaking</i> dengan menggunakan Lagu Rock	Absolutely Disagree : 1

	Alternative rock songs.	Alternative.	Disagree : 6 Neutral : 17 Agree : 1
		Saya sering ragu-ragu dalam berucap Bahasa Inggris, karena takut salah,	Disagree : 8 Neutral : 12 Agree : 5
13	Students' responses in the use of Alternative rock songs as a technique in learning speaking.	Peneliti sering memberikan <i>feedback</i> dan koreksi yang membangun ketika saya melakukan kesalahan dalam <i>speaking</i> .	Agree : 25
		Penugasan dengan aktifitas speaking dengan menggunakan Lagu Rock Alternative yang diberikan oleh peneliti telah mencakup kebutuhan <i>speaking</i> saya.	Neutral : 2 Agree : 23
		Penugasan yang diberikan peneliti untuk meningkatkan kemampuan <i>speaking</i> saya dalam aktifitas speaking dengan menggunakan Lagu Rock Alternative ini menggunakan penugasan <i>oral</i> .	Agree : 23 Absolutely Agree : 2
		Peneliti menggunakan media yang menarik untuk meningkatkan kemampuan speaking saya.	Agree : 13

			Absolutely Agree : 12
14	Students' feeling toward speaking activities during using Alternative rock songs.	Kegiatan yang di lakukan peneliti dapat memotivasi saya dalam praktek <i>speaking</i> .	Agree : 24 Absolutely Agree : 1
15	Students' feeling toward speaking activities during using Alternative rock songs.	Pembelajaran <i>speaking</i> dengan menggunakan Lagu Rock Alternative ini sangat menarik bagi saya.	Absolutely Disagree : Disagree : Neutral : 3 Agree : 19 Absolutely Agree : 3

## **Appendix K**

### **Photographs**

## PHOTOGRAPHS



The Students Used Their Property in Performing the Dialogue



The Students were Paying Attention to the Song



The Students Discussed Their Task with Their Friends



The Students Used Their Notes in First Cycle



The Students Used Their Notes in First Cycle

## **Appendix L**

### **Letters**



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/VI/329/2/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0185A/UN.34.12/DT/II/2014**  
Tanggal : **12 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Peraturan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DITO HANAFI KIRMANTORO** NIP/NIM : **10202244017**  
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SCHOOL THROUGH ALTERNATIVE ROCK SONG XI IPS 3 CLASS OF SMA NEGERI 1 PLERET IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **13 FEBRUARI 2014 s.d 13 MEI 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah diakhiri dan dibubuhi cap Instansi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib menaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal **13 FEBRUARI 2014**  
A.n Sekretaris Daerah  
Asisten Perencanaan dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



Henk Kholowati, SH  
NIP. 19580420 198503 2 003

**Tambahan**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN





**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / Reg / 0468 / S1 / 2014**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/W 326/2/2014

**Mengingat** : Tanggal : 13 November 2013 Perihal : Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Dilizinkan kepada**

Nama	: DITO HANAFI KIRMANTORO
P. T / Alamat	: Fak Bahasa dan Seni UNY, Karangmalang Yogyakarta
NIP/NIM/No. KTP	: 10202244017
Tema/Judul	: IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SCHOOL THROUGH ALTERNATIVE ROCK SONG IX IPS 3 CLASS OF SMA NEGERI 1 PLERET IN ACADEMIC YEAR OF 2013/2014
Kegiatan	: SMA N 1 PLERET BANTUL
Lokasi	: 13 Februari sd 13 Mei 2014
Waktu	

**Dengan ketentuan sebagai berikut :**

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l

Pada tanggal : 13 Februari 2014

A.n. Kepala  
Kantor Bidang Data  
Perencanaan dan Pengembangan,  
Kab. Kasubid. Litbang  
**Henry Endrawati, S.P., M.P.**  
NIP. 195605061998032004

**Tembusan disampaikan kepada Yth.**

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
- Ka. SMA N 1 Pleret
- Dekan Fak. Bahasa dan Seni Pendidikan Bahasa Inggris UNY
- Yang Bersangkutan (Mahasiswa)



**PEMERINTAH KABUPATEN BANTUL  
DINAS PENDIDIKAN MENENGGAN DAN NON FORMAL  
SMA NEGERI 1 PLERET**

Kedaton, Pleret, Bantul, Yogyakarta. 55791. Telp. (0274) 7116950  
Website : <http://sman1-pleret.sch.id>

**SURAT KETERANGAN**

Nomor *422/067/2014*

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. SUMIYONO, M. Pd.**  
NIP : 19580420 198503 1 010  
Pangkat, Gol. ruang : Pembina Utama Muda, (Gol. IV/c)  
Jabatan : Kepala Sekolah  
Unit kerja : SMA Negeri 1 Pleret

menerangkan dengan sesungguhnya bahwa :

Nama : DITO HANAFI KIRMANTORO  
NIM : 10202244017  
Jurusan/Prodi : Pendidikan Bahasa Inggris/Pendidikan Bahasa Inggris  
Instansi : Universitas Negeri Yogyakarta

yang bersangkutan benar-benar telah melaksanakan penelitian dalam penyusunan Tugas Akhir Skripsi dengan judul : **"IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILL THROUGH ALTERNATIVE ROCK SONGS IN XI IPS 3 CLASS OF SMA NEGERI 1 PLERET IN THE ACADEMIC YEAR OF 2013/2014"** pada tanggal 20 Februari – 15 Maret 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pleret, 24 Maret 2014

Kepala Sekolah,



**Drs. H. SUMIYONO, M.Pd.**  
**NIP. 19580420 198503 1 010**